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ABSTRACT

The purpose of this conference was to review the activities undertaken by members to implement the recommendations established by the 1980 General Conference concerning education aimed at international understanding and cooperation, peace, human rights, and fundamental freedoms. Pepresentatives of 122 member states of UNESCO attended this conference, which had a total of 546 participants. There are three major parts to the report. Part 1, the "General Report," discusses preparations for and the work of the conference, the adoption of the draft final report and recommendations, and reports of the closed meeting and of the plenary. Part 2 contains the "Reports of the Commissions." Topics examined are basic principles, traditions, policies, and legal measures; formal education; out-of-school education, intercultural exchanges, and the role of the media; training of educational personnel, research, and experimentation; international cooperation; the preparation of reports at the national level; collecting information at the international level; and the synthesis of member states' reports. Part 3 contains the "Recommendations" and the text of the "Appeal." Included in the annexes are the agenda, the opening and closing addresses, and lists of documents and delegates. (RM)

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INTERGOVERNMENTAL CONFERENCE ON EDUCATION AND INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE AND EDUCATION RELATING TO HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS, WITH A VIEW TO DEVELOPING A CLIMATE OF OPINION FAVOURABLE TO THE STRENGTHENING OF SECURITY AND DISARMAMENT

(Paris, 12-20 April 1983)

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FINAL REPORT

SO 015 314

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PART I

GENERAL REPORT

Introduction

1. The International Conference on Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, with a view to Developing a Climate of Opinion Favourable to the Strengthening of Security and Disarmament was convened by the Director-General of Unesco in pursuance of resolution 1/01 (paragraph 5(d)) adopted by the General Conference at its twenty-first session and in accordance with the work plan appearing in the Approved Programme and Budget for 1981-1983 (document 21 C/5, paragraphs 1063-1065). The general resolution on Unesco's contribution to peace, adopted at the same session, invited the Director-General to place special emphasis on preparations for the above-mentioned Intergovernmental Conference (see 21 C/Resolution 10.2, part II.2) and brings to the fore the link between disarmament education and education for peace. The Intergovernmental Conference took place at Unesco Headquarters in Paris from 12 to 20 April 1983.

2. The Conference followed on from a series of regional meetings devoted to the implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, adopted by the General Conference at its eighteenth session (1974). In the light of the conclusions of those meetings and those of the International Congress on the Teaching of Human Rights (Vienna, 1978), the relevant provisions of the final document of the tenth special session of the United Nations General Assembly devoted to disarmament, resolution 11.1 adopted by the General Conference at its twentieth session, the recommendations of the World Congress on Disarmament Education (1980) and the Declaration on the Preparation of Societies for Life in Peace, adopted by the United Nations General Assembly at its thirty-third session, the Conference was invited to consider: the role of education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms with a view to developing a climate of opinion favourable to the strengthening of security and disarmament; the implementation of the Recommendation on Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, with particular reference to the action taken to implement the Recommendation and analytical methods for the presentation of reports by Member States on its implementation; and the means to be used to attain its objectives.

3. All Member States and the Associate Member of the Organization were invited to send delegates to the Conference.

4. Bhutan, Djibouti, Fiji and the Holy See, which are not members of Unesco, were invited to send observers.

5. The African National Congress (ANC), the Pan Africanist Congress (PAC) and the South-West Africa People's Organization (SWAPO), which are African national liberation movements recognized by the Organization of African Unity, and the Palestine Liberation Organization, recognized by the League of Arab States, were invited to send observers.

6. Invitations to send representatives or observers were also extended to the organizations of the United Nations system, thirty-six other intergovernmental organizations and eighty-nine international non-governmental organizations.

7. The representatives of 122 Member States took part in the Conference. The Holy See, the African national liberation movements and the Palestine Liberation Organization sent observers to the Conference, as did five organizations of the United Nations system, five other intergovernmental organizations and 34 international non-governmental organizations. The Conference was attended by a total of 546 participants including: nine ministers and secretaries of state, ten vice-ministers and under-secretaries of state and 16 ambassadors-heads of delegation. The list of participants appears in Annex VI.

Preparations for the Conference

8. In preparation for this Conference and in pursuance of resolution 1/03, paragraph 3, adopted by the General Conference at its twenty-first session, the Director-General requested Member

States to submit reports on the implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, and in that connection sent them a questionnaire making clear the kind of information they might provide. Fifty-eight Member States sent in reports.

9. With the same end in view, a consultation of experts was organized by the Secretariat in December 1981.

10. The documentation prepared by the Unesco Secretariat for the Conference included, in addition to the provisional agenda (document ED-83/CONF.214/INF.1, Prov.) and the provisional Rules of Procedure (document ED-83/CONF.214/INF.2 Prov.), the following working documents: Provisional annotated agenda (document ED-83/CONF.214/1 Add.); Synthesis of Member States' reports on the application of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms (ED-83/CONF.214/2); Analytical methods of reporting on measures taken by Member States with regard to the implementation of the Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms (ED-83/CONF.214/3); Education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms, with a view to developing a climate of opinion favourable to the strengthening of security and disarmament (ED-33/CONF.214/4).

11. In addition, the following reference documents were made available to the participants in the Conference: Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms (Paris, 19 November 1974); Implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms: report of a meeting of experts held at Unesco in March 1976 (ED-76/CONF.629/COL.6); International Congress on the Teaching of Human Rights (Vienna, 12-16 September 1978): final document (SS-78/CONF.401/33); World Congress on Disarmament Education (Paris, June 1980): report and final document (SS-MD/35); International Meeting of Experts on the Evaluation and Development of the Associated Schools Project on Education for International Co-operation and Peace (Paris, September 1980): report (ED-80/CONF.622/6); Experts Meeting on the Teaching of Human Rights (Strasbourg, July 1982): final report and recommendations (SS-82/CONF.401/24).

Opening of the Conference

12. After the Preamble of Unesco's Constitution had been read out and a film illustrating it had been screened, Mr Amadou-Mahtar M'Bow, Director-General, declared the Conference open. (see Annex II)

13. The Director-General first welcomed the representatives of Member States and the observers from organizations of the United Nations system and from other intergovernmental and non-governmental international organizations, reminding them of the objective and the theme of the Conference as laid down by the General Conference at its twenty-first session. He then referred the Conference to the conclusions of the various meetings organized by Unesco and to recent decisions of the governing bodies of the Organization and of the United Nations concerning peace education.

14. Next, the Director-General reviewed the items of substance on the provisional agenda, speaking first about the consideration which the Conference was asked to give to the role of education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms with a view to developing a climate of opinion favourable to the strengthening of security and disarmament. In this connection he said that matter for consideration was provided by the 1974 Recommendation itself and by an examination of the second Medium-Term Plan for 1984-1989, which brought out the role of education in solving the major problems of mankind and the power it could exert over men's minds to strengthen their solidarity. The debate on that item of the agenda, by going more deeply into the role and tasks of international education and what it might be expected to achieve, could clarify the part played in such education by school and university, by out-of-school education and by other educational influences like the home, associations, professional circles and the mass media.

15. The Director-General expressed the wish that the Conference should broaden and supplement the review of action taken to apply the Recommendation, produced on the basis of the reports submitted in reply to a questionnaire, by highlighting both shortcomings and positive achievements. He observed that a great many Member States had endeavoured to apply the Recommendation, the main lines of which often seemed to coincide with their education policies, but that certain shortcomings were frequently reported in regard to the impact of the Recommendation in higher education, training, particularly pre-service training for teachers, and the curricula for technical and vocational education. Among measures for which the need seemed generally recognized, he mentioned measures for the introduction of international education at pre-school level, for making it an integral part of out-of-school and adult education activities, for strengthening the Associated Schools system, or for making fullest use of the resources of the Unesco Clubs.

16. Introducing the item of the agenda dealing with analytical methods of reporting on the action taken by Member States to apply the Recommendation, the Director-General said he was sure that the Conference's discussion of the matter

would facilitate mutual appreciation of what had been achieved and extension of successful experiments to other countries or other regions.

17. Finally, with regard to the means to be used to attain the objectives of the Recommendation, Mr M'Bow asked the Conference to give a lead on a number of questions which might call for special efforts in coming years. In this connection he mentioned action to ensure that the Recommendation was more widely known and to create conditions in which it could be fully effective; the extension or strengthening of international education at levels and in types of education where it appeared to be insufficiently developed; and measures required to create the right conditions in education for the improvement of international education. He pointed to the value which would attach to any recommendations the Conference might make at the close of its discussions.

18. In conclusion, the Director-General referred to the current world situation, a feature of which was the great increase in mutual influences and links of interdependence on a worldwide scale, that being the context in which the future of present-day societies was being made; but another feature of the situation was the aggravation of disparities and injustices, and the temptation to resort to violence. He sounded a warning about the unprecedented threats hanging over the future of mankind as a result of the accele - ration in the arms race combined with the spread of many local conflicts with international ramifications.

19. The perception of those dangers brought out forcefully the aspiration of all the peoples of the world to a lasting peace based on universal freedom, justice and progress. But peace had to be won by effort to be constructed with patient labour. It presupposed man's accession to an ever-higher level of wisdom, reason and generosity. Education, therefore, had a determining role to play in that connection for the development of understanding, tolerance and mutual respect among peoples and among individuals and for the recognition of their reciprocal rights and obligations.

20. International education could be the vehicle of a contemporary ethic and bring about a veritable renewal of values, contributing thereto a sense of continuity between the rights of every individual, those of every nation and those of the international community as a whole. It could propagate a new frame of mind, replacing the blind sequence of rivalry, mistrust and violence by willingness to take a chance on trust, co-operation and brotherhood. By the same token, being open to present-day realities, such education would prepare public opinion in a practical way to understand and solve the major problems of our time.

21. The Director-General expressed the hope that the Conference would mark a turning-point in the history of education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms with a view to developing a climate of opinion favourable to the strengthening of security and disarmament, taking it from the experimental stage to that of a major mission--preparing mankind for a future of peace, progress, justice and solidarity. 'The challenge of such a task is monumental; but, down through the centuries, other dreams have emerged gradually from their misty beginnings, acquired form in space and time, and shaped the course of history', said the Director-General in conclusion. 'Through such a slow, upward climb towards the light has man become what he is.'

Work of the Conference

22. The Conference took up the second item of its provisional agenda in plenary meeting. H. E. Mr Gonzalo Abad Grijalva, Ambassade Extraordinary and Plenipotentiary of Ecuador to France, Permanent Delegate to Unesco, was elected President of the Conference by acclamation.

23. Going on to item 3 of the provisional agenda, the Conference adopted its Rules of Procedure (ED-83/CONF. 214/INF. 1 Prov.) which after adoption took the reference number ED-83/CONF. 214/5.

24. The Conference elected as Vice-Presidents the heads of the following fourteen delegations: Argentina, Czechoslovakia, Dominican Republic, Finland, Gabon, Japan, Jordan, Malawi, Malaysia, Pakistan, Qatar, Uganda, Union of Soviet Socialist Republics, United States of America.

25. Mrs Suzanne Bastid (France), Vice-President of the French National Commission for Unesco, Member of the Institut de France was elected Rapporteur-General.

26. The Conference decided to set up two Commissions. Constituting itself successively as Commission I then as Commission II, it elected H. E. Mr Azzedine Guellouz, Ambassador, Permanent Delegate of Tunisia to Unesco, Chairman of Commission I, and H. E. Mrs Panka Baboukova, First Deputy Minister of Education of the People's Republic of Bulgaria, Chairman of Commission II.

27. The Bureau of the Conference was constituted as follows:

President:

Mr G. Abad Grijalva
Ambassador Extraordinary and Plenipotentiary of Ecuador to France
Permanent Delegate to Unesco
(Ecuador)

Vice-Presidents:

Mr E. Aho
Director-General
National Board of Schools
(Finland)

Mr H. Al-Kawary
Ambassador Extraordinary and Plenipotentiary of Qatar to France
Permanent Delegate to Unesco
(Qatar)

Vice-Presidents: (continued)

Mrs J. B. S. Gerard
Ambassador
Permanent Delegate to Unesco
(United States of America)

Mr M Gregus
Member of the Academy of Sciences
(Czechoslovakia)

Mr S. C. Hara
Minister of Education and Culture
(Malawi)

Mr S. K. A. Marker
Ambassador Extraordinary and Plenipotentiary of Fakistan to France
Permanent Delegate to Unesco
(Pakistan)

Mr T. Masri
Ambassador Extraordinary and Plenipotentiary of Jordan to France
Permanent Delegate to Unesco
(Jordan)

Mr P. Mateke
Minister of State for Education
(Uganda)

Mr P. Nguema Obam
Secretary of State
Ministry of National Education
(Gabon)

Mr K. Omura
Minister, Permanent Delegate to Unesco
(Japan)

Mr C. M. Santillan
Barrister
Chairman of the National Arts Fund
(Argentina)

Mr R. Solano
Ambassador
Permanent Delegate to Unesco
(Dominican Republic)

Mr Tan Sri Datuk Haji S. T. Hamdan
Ambassador
Permanent Delegate to Unesco
(Malaysia)

Mr G. P. Veselow
Mnister of Education of the Russian SFSR
(Union of Soviet Socialist Republics)

Rapporteur-General:

Mrs S. Bastid
Vice-Chairman of the National Commission for Unesco
Member of the Institut de France
(France)

Chairman of Commission I:

Mr A. Guellouz
Ambassador
Permanent Delegate to Unesco
(Tunisia)

Chairman of Commission II:

Mrs P. Baboukova
First Deputy Minister of National Education
(Bulgaria)

28. The Conference then adopted its agenda (ED-83/CONF. 214/INF. 1 Prov.) which after adoption became ED-83/CONF. 214/1.

29. The Conference decided that items 7 ('The role of education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms with a view to developing a climate of opinion favourable to the strengthening of security and disarmament') and 9 ('Means to be used to attain the objectives of the Recommendation') of the agenda would be considered in plenary. It directed the Commissions to consider item 8 of the agenda ('Implementation of the Recommendation on Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms'), Commission I being responsible for sub-item 8.1 ('Review of the action taken to implement the Recommendation') and Commission II for sub-item 8.2 ('Consideration of analytical methods for the presentation of reports by Member States on the implementation of the Recommendation').

30. Before opening the plenary for debate, the President invited the Conference to hear a statement from the Socialist Republic of Viet Nam which was supported by the delegations of the Union of Soviet Socialist Republics and Mongolia. After this statement, the delegation of Democratic Kampuchea, supported by the delegation of the People's Republic of China, took the floor in exercise of his right of reply.

31. The Conference was also invited to hear a message to the participants from the Council of Ministers of the Union of Soviet Socialist Republics. In that message, the Government of the USSR extended its good wishes for the success of the Conference and called upon the different participants to contribute to the furtherance of mutual understanding and trust among peoples. It informed the Conference that the Constitution of the USSR bans all war propaganda and that provision is made for developing in young people and the whole population a climate of opinion favourable to peace, friendship among peoples and respect for human rights and fundamental freedoms. Arguing that national education systems could play an important role in bringing home to the peoples of the whole world the truth about the dire consequences of nuclear war, the Government of the USSR asked the international community to find a constructive and urgent solution to the crucial problem of our time: the halting of the arms race and the averting of a nuclear

disaster. It stated that it intended to maintain its assistance and support for Unesco, whose rule and activities contributed to the mutual enrichment and development of the peoples of the world and to the triumph of the ideals of peace and friendship among mankind.

Adoption of the draft final report and recommendations

32. In the course of the penultimate plenary meeting, Mrs Suzanne Bastid, the Rapporteur-General, submitted the draft final report on items 7 and 9 of the agenda. The Conference adopted the report by acclamation, taking note of the reports on items 8.1 and 8.2, which had been adopted by Commissions I and II respectively.

33. The Conference launched the following appeal to the Governments of Iraq and Iran:

The Conference,

Considering that peace is the most noble objective of mankind, and that the preservation of peace is Unesco's primary task,

Considering that peace is indivisible and that any threat to peace in any region of the world whatsoever is a threat to world peace,

Considering with deep disquiet the continuing war between Iraq and Iran, the human and material losses it entails and all that may constitute a threat to peace and the environment,

Recalling the Director-General's appeals for the cessation of hostilities between the two neighbouring countries, the appeal of the Executive Board at its 114th session and all the international and regional appeals made in this connection,

Calls on the two parties in conflict for an immediate end to be put to hostilities and for negotiations to begin with a view to arriving at a just and peaceful solution which takes account of the interests of both parties and is based on the principles of respect for sovereignty, non-interference and good neighbourliness,

Calls on international public opinion to ensure that no effort is spared or initiative neglected in pursuit of this goal.

34. At the final plenary meeting, the Conference examined the draft recommendation submitted by the various delegations. Thirty-seven draft recommendations had been submitted on items 7 and 9. H.E. Ambassador Ping, Chairman of the working group set up by the Conference to harmonize these drafts, presented to the Conference an account of the work of the group, which had amalgamated some of the drafts and informed the Conference of the group's proposals. In accordance with those proposals, eighteen draft recommendations, DRs 1 Rev.2/Corr., 4 Rev. 2, 9 Corr., 13 Rev., 15 Corr. 3, 18 Corr., 26 Rev., 29 Rev.2, 30 Rev., 32 Corr., 36 Rev., 41 Rev., 42 Rev., 43 Rev./Add., 44 Rev., 45 Rev./Add., 46 Rev./Add. and 47 were adopted by consensus. As suggested by the working group, the Chairman put draft recommendations 34 Corr., and 39 Rev. to the vote. Draft recommendation 34 Corr., with an amendment proposed by Argentina, was adopted by 66 votes to 4, with 23 abstentions, and draft recommendation 39 Rev. by 72 votes to 1, with 18 abstentions.

35. As proposed by the working group, draft recommendations 6, 10 and 31 were withdrawn by their authors.

36. After the withdrawal of draft recommendation 38, which had also been submitted on item 8.2, draft recommendation 37 Rev. was adopted by consensus.

37. The delegations of the Federal Republic of Germany, Australia, Canada, the United States of America, Ireland, the Netherlands, Japan, the United Kingdom and Switzerland explained their vote or expressed reservations on one or other of these recommendations.

38. The delegation of Israel explained its reasons for opposing draft recommendation 34 Corr.

39. The head of the delegation of the United States of America made a statement concerning her withdrawal of a draft recommendation which she had submitted and giving her assessment of the work of the Conference.

Closing meeting

40. In opening the closing meeting, the President invited the Secretary-General to read out an appeal which had been drafted by the President and approved by the Bureau of the Conference. The Conference adopted by acclamation this appeal, the text of which is reproduced in this final report. (see Annex III)

41. In his closing address, Mr Amadou-Mahtar M'Bow, Director-General of Unesco, thanked the participants for their unsparing efforts which had been fittingly rewarded with the success of their deliberations. First of all, he expressed his pleasure at the number and calibre of the participants, which he considered to be conclusive proof of the importance that the world community attached to international co-operation and, in particular, to consultation and co-ordination in the context of Unesco. He praised the climate of serenity and mutual respect that had, on the whole, prevailed during the debates, and expressed his gratitude to the President of the Conference, H.E. Mr Abad Grijalva, to the Rapporteur-General, Mrs Suzanne Bastid, to the fourteen Vice-Presidents of the Conference, to the Chairmen of the two Commissions, H.E. Ambassador Guellouz and H.E. Mrs Baboukova. He also thanked the group which had been assigned the task of conducting the consultations on the draft recommendations, presided over by H.E. Ambassador Ping.

42. The Director-General expressed satisfaction with the quality and high standard of the discussions, as reflected in the report and in the recommendations adopted by the Conference, as well as in the appeals it had launched.

43. The Director-General considered that the Conference had provided an encouraging overview of measures and initiatives aimed at implementing the 1974 Recommendation in Member States and other initiatives taken in line with its principles. He said that the report would facilitate exchanges of experience between the different countries. He stressed the concern, strongly emphasized in the delegates' speeches, that, in international education, account should be taken of the distinctive cultural characteristics of all countries, their educational traditions and their present situation. He also noted that many delegates had stressed that the assertion of cultural identity at the national level and a deeper understanding of the underlying factors involved were the prerequisite for a better appreciation of other cultures of the world, and also that a people's attachment to its own values was inseparable from a sense of solidarity with all the other peoples of the world. The Director-General emphasized that this idea and the notion that every individual identifies with a number of different communities represented valuable contributions to thinking on these questions.

44. The Director-General took note of Member States' reaffirmation of their support for the 1974 Recommendation, considered as constituting a common denominator which was recognized by all those countries as embodying the guiding principles for joint action in that field. He emphasized that the said instrument, whose abiding value had been stressed at the Conference, was not simply theoretical in character, since it related to a set of practical problems of major importance. The interrelations between education and those vital problems had been brought out with exceptional clarity, some delegates declaring that international education should be based on a better understanding of such problems. While analysis of those problems should take account of the current diversity of political and social choices, the international community was, however, capable of defining essential points of convergence on which international education at the practical level might be based, and of endeavouring to fulfil the common objectives of the Recommendation. The Director-General noted the importance that the participants attached to the need to make international education a lived experience and for democracy and respect for human rights to begin in the educational process itself, to the value of the example, to the activities which instil in the child, in thought and in practice, respect for others, tolerance towards them and fellowship with them.

45. Observing that the discussions had been characterized by both fertility of thought and practical considerations, the Director-General also noted the attention paid by delegates to the contribution of different disciplines, particularly the teaching of modern languages, suggestions concerning the revision of textbooks and school materials and the use of the mass media in international education, as well as the numerous activities proposed in the context of school and out-of-school education. He highlighted the importance attached to international education, with International Youth Year in mind, as an essential element in preparing youth to assume its proper role.

46. He also noted the interest shown in the activities of the Associated Schools and Unesco Clubs, in research and studies and in the various types of meetings necessary to the development of international education. He expressed his satisfaction with the useful suggestions put forward during the study of methods of analysing the measures taken by Member States to implement the Recommendation, suggestions concerning the procedures for reporting and for the examination of reports, methods of consulting Member States and the collection of information.

47. Referring to the Recommendations which had been adopted by the Conference in a spirit of mutual understanding and which could provide useful guidelines for action by Member States and Unesco, the Director-General said that it would no doubt be possible to implement some of those recommendations in the context of the programme and budget that would be approved by the General Conference at its next session, at which he would give an account of the deliberations of the Conference. Other recommendations would be studied in greater detail with a view to taking account of them if possible in future biennia. In that connection, he noted the recommendation proposing the preparation and implementation of a plan for the development of education for international understanding, co-operation and peace, which could complement the Seven-Year Plan for the Development of the Teaching of Human Rights.

48. The Director-General expressed the wish that there should be international solidarity with countries afflicted by natural disasters or by war. He mentioned the earthquake which had just destroyed a town in Colombia and welcomed the appeal launched by the Conference to Iran and Iraq to put an end to the war in which they were engaged and which was threatening the environment of the region as a whole.

49. In conclusion, the Director-General expressed the wish that the spirit of co-operation and mutual understanding shown by the participants, and which had inspired the recommendations they had adopted and the appeal they had launched to Member States, should be carried over in the future to the development of relations between their respective states, thus acquiring a symbolic value. He paid tribute to the clear-sighted and realistic faith in education that had been reflected in the discussions and had enabled the Conference successfully to steer a path between the twin snares of delusion and scepticism.

50. He expressed his conviction that the sustained efforts needed to achieve the established goals were 'more than ever necessary if we are to overcome the dangers threatening us and lay the foundations of peace in the world that we shall bequeath to the generations to come'. He hoped that this conviction would radiate far and wide 'transcending... all differences, to serve as a ubiquitous pledge of confidence in the resources of human solidarity and wisdom'.

51. The heads of the delegations of Denmark, the German Democratic Republic, Brazil, Japan, Gabon and Tunisia, speaking on behalf of their respective groups, expressed their satisfaction with the proceedings of the Conference and made some comments on that subject.

52. H.E. Mr Gonzalo Abad Grijalva, President of the Conference, in his closing address, expressed his pleasure at the clear-sighted and stimulating character of the speeches in plenary meetings, in the Commission debates and in the exchanges of views within the Bureau. He considered that in addition to the specific contribution to Unesco's action made by the draft recommendations submitted, a step forward had been achieved on the path to the strengthening of international understanding, co-operation and friendship.

53. Mr Abad Grijalva said that conflicting and contradictory points of view did not constitute an insurmountable obstacle to the search for understanding, and noted that the amalgamation of some draft recommendations or the withdrawal of others was an example of understanding of the opinions of others. He considered that in a world which was not uniform, but which was nevertheless one and shared a humanistic vision, despite discordant notes the background was one of universal harmony. There was proof of this in some of the recommendations adopted, and he considered it natural that the democratic process of analysing the drafts had been a long and difficult one.

54. Mr Abad Grijalva praised the clarity of the reports of Commissions I and II and paid tribute to their respective Chairmen. He was gratified by the quality of the plenary debates on the role of international education and the means of achieving the objectives contained in the Recommendation, and he praised the way in which the Rapporteur-General had presented her account of those debates. He also highlighted the value of the work accomplished by the Bureau of the Conference, assisted by advice from the Director-General. He thanked the Secretariat for its contribution to the development of the work of the Conference and, in particular, the Assistant Director-General for Education, the Acting Assistant Director-General for the Socialand Human Sciences and the Secretary-General of the Conference. He also mentioned the role played by the working group, led by Ambassador Ping, responsible for studying the thirty-seven draft recommendations submitted on items 7 and 9.

55. In conclusion, the President considered that the Conference had achieved its goal, giving the lie to those who felt that collaboration and understanding were impossible. He said that Unesco should assign to human intelligence the task of helping to establish peace throughout the world and that mankind's great causes called for unceasing effort, clarity of thought and the will to win. He considered that human beings, who had shown themselves capable of innumerable sacrifices in the past, would be no less so today when they had at their disposal so many scientific discoveries, when they had inherited an admirable cultural heritage and won for themselves civic and social rights, and were daily acquiring greater knowledge. He hoped that the participants would faithfully do their duty within the framework of the United Nations system, and more particularly that of Unesco.

Report of the plenary

The role of education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms with a view to developing a climate of opinion favourable to the strengthening of security and disarmament

56. Most of the speakers stressed the importance they attached to the Conference, which reflected a new awareness of the role of education in that field. The Conference also reflected the ethical purpose assigned to Unesco by its Constitution, to which many references were made as well as to the United Nations Charter and the Universal Declaration of Human Rights. Some delegates hoped that the Conference would lead to practical results and focus on the problems of education, particularly on its methods and ideas. Some delegates considered that international education could not be neutral. Delegates expressed their satisfaction that the Conference had been held and were satisfied with the standard of the documents prepared by the Secretariat. They generally considered that by the nature of the theme chosen for discussion, the Conference would occupy a very special place in Unesco's action and in the development of international education and was of great significance for the international community as a whole. One delegate declared that international education was the fundamental justification for Unesco's existence, and it was regarded by some as an essential goal, if not the central goal of education.

57. Most of the delegates said that the Conference was timely. In the first place, since the adoption of the Recommendation in 1974, a number of decisions had been taken on certain aspects of it by the Unesco General Conference and the United Nations General Assembly, and a number of meetings, in particular the International Congress on the Teaching of Human Rights (Vienna, 1978) and the World Congress on Disarmament Education (Paris, 1980), had published their conclusions. Those decisions and conclusions had extended, clarified or developed certain parts of the Recommendation. The same could be said of the analyses put forward in the second Medium-Term Plan (1984-1989) adopted by the General Conference at its fourth extraordinary session. Secondly, the Conference came at a time of many localized conflicts, most serious violations of human rights, persistent or even renewed or aggravated racism and apartheid, and frequent manifestations of violence in all regions of the world. On top of all that, a revival of international tension was causing all mankind to fear a general conflagration which, with increase of nuclear weapons and their growing potential for destruction,

could lead to the extermination of the human race. Many speakers, some of whom took a pessimistic view of the situation, thought that if mankind were to survive, priority had to be given to averting the outbreak of a nuclear war. Many delegates emphasized the need for maintaining peace, which one described as having absolute universal value. Some speakers referred to the undertaking by the Warsaw Pact governments not to be the first to use nuclear weapons. Another delegate spoke of the commitment of the countries of the Western alliance not to use any of their weapons except in response to an attack. One speaker felt that to seek security in the balance of armaments was a mistake, and it was stated that alternative forms of security had to be sought in directions other than that of armaments. Many speakers dwelt on the squandering of vast resources brought about by the arms race, although disarmament could free those resources for peaceful purposes and for development in a world in which hundreds of millions of people were suffering from hunger, malnutrition, disease and illiteracy or were living in conditions of absolute poverty. In this connection, reference was made to the conclusions of the Seventh Summit Conference of the Non-Aligned Countries, held in New Delhi. Some speakers observed that not just war itself, but preparations for war, the uncertain nature of peace, and the keenly felt absence of a security to which all peoples aspired, made the full exercise of human rights and the progress of society impossible. The interrelations of these kindred problems were brought into sharp focus. The clear awareness of those interrelations, and of the seriousness of the problems themselves, and the refusal to accept in a passive way violations of human rights and threats of generalized conflict were something new in the life of the international community, as was the more active role being played by peoples, who were making their voice heard with increasing strength.

58. Given a situation of that kind, it was impossible to shut one's eyes to the increased responsibilities which fell to education in that connection. They were responsibilities fundamental to Unesco's mission within the United Nations system, which was to contribute, in its spheres of competence, to the solution of problems of crucial importance for the progress and survival of mankind. Everyone agreed that education alone could not solve those problems, which to a large extent lay outside it and in any case were frequently an obstacle to the general provision and to the functioning of education, since education was inseparable from its social, political and economic context. However, implicit in the decision to hold the Conference was the belief that education, by its influence over minds and hearts, could contribute in no small way to solving those problems. This it could do by facilitating awareness and understanding, by arousing in everyone the will to become involved, by mobilizing public opinion, and by preparing people to face up to those problems. Many speakers dwelt on the complexity and magnitude of the task to be undertaken. They said it called for long-term action which would draw near to its goal only in stages, but that the difficulty of the task was no excuse for not undertaking it. Some saw that undertaking as a transformation of minds and consciences, a change in human behaviour, a profound change in the ideas of education which was not lagging behind developments in the present-day world, and a renewal of education, which itself called for appropriate methods and an appropriate science of education. In that connection one speaker felt that the teaching of human rights should form the basis of international education.

59. A great many barriers connected with the social and political environment barred the way to international education. Many speakers expressed concern at the disparity which often existed between proclaimed ideals and the reality of relations between countries and between groups within a country. It was pointed out that some countries, which had had to take up arms to defend their freedom has been drawn into war against their will and, never having known peace during the past few decades, could scarcely conceive what it was. Other delegates dwelt on the difficulties involved in giving international education to sectors of the population which had no real access to education.

60. Most of the delegations referred to the 1974 Recommendation, and considered that it still provided international education with a valid framework for action. One speaker therefore insisted that the work of the Conference should be based on the Recommendation. Others wanted the Conference to be devoted essentially to improving its application.

61. Several speakers observed that different emphasis was being placed on some of the ideas in the Recommendation. Some people stressed the vital importance of disarmament for peace in the current situation. Others emphasized the need for international understanding as a prior condition or considered that disarmament presupposed security. Some agreed with the International Congress on the Teaching of Human Rights that the concept of human rights was becoming broader and that all rights, individual or collective, economic, social and cultural, civil and political, were of equal importance and indivisible, while others attached prime importance to one or other of those rights. Various delegates regarded these differences of opinion as normal, and some observed that the object of the Recommendation was precisely to contribute to the peaceful coexistence of countries with different social and economic systems. This variety of opinions did not in any way affect the attachment of the delegates as a whole to the guiding principles and the goals of the Recommendation. In that connection, one speaker referred to the existence of universal values of justice, freedom and solidarity. Many speakers wanted the greatest attention to be paid, in the application of the Recommendation, to specific national features of geographical or historical origin. Conditions peculiar to developing countries, and situations involving ethnic, cultural and linguistic pluralism, were mentioned in this connection.

62. The majority of delegates said that the constitutions and legislation of their countries were, where they related to education, in line with the principles of the Recommendation or were based on them. They gave many examples of activities undertaken to apply the Recommendation or carried out in keeping with it, and of educational ideas and practices illustrating such agreement, with particular reference to curricula and subject-matter, teacher training, teaching materials and various school and out-of-school activities.

63. Most delegates also provided information to show that the principles governing their countries' foreign and domestic policies and the approaches adopted by their education systems were in line with the objectives of the Recommendation and international education. Some delegates said that in their countries, neutrality was embodied in the Constitution and guided their foreign policy. Several speakers observed that the constitutions of their countries proclaimed the principles of friendship, equality and solidarity with other nations, non-intervention in the affairs of other countries, and non-recourse to violence. It was often stressed that those principles, or related ones, also provided a basis for legislation on education and were reflected in educational practice. Many delegates declared that the attachment to peace and the commitment to peace made by their governments had been born of the cruel experiences of war. Others mentioned the measures taken by their governments to co-operate with developing countries as a token of their desire for genuine solidarity. Observers from the African National Congress, the Pan Africanist Congress and the South-West African People's Organization gave examples of the action being undertaken for the freedom and self-determination of oppressed peoples in the context of the objectives of the Recommendation. They also drew attention to the violation of human rights and the threat to peace represented by the policy of apartheid, and to the interventions in neighbouring countries and the attempts to destabilize them which accompany it. They paid tribute to the effective displays of solidarity given to those liberation movements by many African countries.

64. The discussion shed useful light on the complex relationship which unites the principle of respect for the specific characteristics of nations and the principle of receptiveness to other peoples and other cultures, or a policy in favour of internationalism. Several speakers felt that the expression of cultural identity and patriotism formed the very basis of respect for other peoples and cultures and of international understanding. One delegate added that receptiveness to other peoples made it possible to deepen one's own sense of cultural identity. One delegate said that the nationalism of his country found its purpose and significance in internationalism, and stressed the importance of combining the values of international understanding and peace with the ethical values of each culture. Other delegates said that the concepts of patriotism and internationalism were complementary.

65. Much emphasis was placed in the debate on situations of ethnic, cultural, linguistic and religious pluralism, which are linked to the general issue of regard for specific characteristics. Many speakers mentioned the existence of such situations in their countries and said that solutions had been found in keeping with the concept of full equality and mutual understanding between the different groups concerned. That policy was in keeping with the ideals of understanding, tolerance and mutual respect, and, when applied to education, made an excellent foundation for international understanding and co-operation and for the establishment of friendly relations between peoples. The situation created in many countries over the past few years by the presence of large numbers of immigrant workers or refugees, may be considered a comparable one. The resulting large percentage of foreign pupils or students in relation to the national population, the need to introduce education in the languages or civilizations of the groups concerned into the curriculum or educational activities, and the contacts established between children and young people of different countries, were all factors which encouraged international understanding and gave rise to fruitful co-operation between the authorities of their respective countries.

66. Policies to promote pupil, student and teacher exchanges and the acceptance of foreign students were proof of the determination of many countries to co-operate on an international scale, and also contributed to international understanding. Mention was made in this connection of the role played by conventions on the recognition of higher education studies and diplomas, the adoption of which is advocated by Unesco.

67. Within the framework of the objectives assigned to international education by the Recommendation, and taking account of the nature and scope of the contribution that education can make to solving major world problems, many speakers sought to bring out the role of international education more clearly. One speaker said that its role was to give us a new frame of reference based on study of the major social movements of our times, the deeds of a new form of humanity able to recognize peace and life, and that it should heed the voice of the major liberation movements. Another speaker said that it should combat the dehumanization of man and provide new values for young people, and one delegate thought that its prime task was to equip the child in a new way, spiritually and mentally, to understand and to find his way in life. One speaker said that international education should give a new meaning to patriotism and adopt an active view of pacifism, while others expressed the opinion that it must make peace and human rights come alive in peoples' minds, and bring up to date or develop the new capacities needed for living in peace. One delegate referred to the aim of education as outlined in his country's constitution, namely to educate citizens worthy of the trust and respect of the international community. Another delegate saw international education as a means of combating the mindless forces of

destruction and erecting a bastion of wisdom. Yet another delegate, considering international education as the cornerstone of peace, felt that its purpose was to develop the individual's personality to the full in a spirit of internationalism. Several speakers stressed that international education had to tell young people about the problems of the Third World. According to one delegate, one important task of international education was to promote the expansion of the institutions within the United Nations system which are directed towards development and peace.

68. The participants all confirmed their attachment to the task of international education, which is to promote international understanding, co-operation and peace, together with respect for human rights and fundamental freedoms, regarded as forming an indivisible whole. They were also agreed on the importance of its role with regard to developing a state of mind conducive to the strengthening of security and to disarmament. One speaker said that international understanding, human rights and fundamental freedoms were essential objectives and constituted the basis of two other objectives striven after, namely disarmament and peace. The delegates generally considered that the purpose of international education was to make the various nations and peoples known and understood, to make the various cultures known and appreciated, to convey an appreciation of the importance of the major problems of mankind and to impart an understanding of the facts about them and their causes, consequences and interrelationships. The problems most frequently mentioned included those relating to peace; to wars, their origins and their human and material effects; to the arms race and disarmament; to human, civil and political, economic, social and cultural rights and to the rights of peoples, particularly the right to self-determination, and violations of them; to colonialism and neo-colonialism, racism and apartheid; to development; to political and economic relations between the various countries; to inequalities and disparities in education, health, food supplies and nutrition; and to the environment, pollution and the use of the earth's resources. Many participants stressed the need to prepare every citizen, and particularly the young, to take a hand in overcoming these problems and the need to strengthen individual commitment. Speakers frequently emphasized the importance of international education in developing tolerance, respect for others and acceptance of differences, and the habit of seeking peaceful means of settling conflicts. One delegate recommended that it should make the desire for peace and the rejection of war decisive components of people's attitudes. To perform these tasks, international education thus had complementary cognitive, ethical, emotional and aesthetic aspects which it was its task to integrate gradually throughout the formal and non-formal educational process. Specific types of knowledge or the development of particular attitudes would, as many delegates said, assume greater or lesser relative prominence at the different levels.

69. In their references to steps taken nationally regarding curricula, speakers identified a great many subjects which would enable international education, conceived as essentially interdisciplinary, to carry out its tasks. These subjects included national, regional and world history and geography; national and foreign languages; national and foreign literature; art education and the study of civilizations; philosophy; ethics; civic education; religious instruction; study of political institutions; social and human sciences; the natural sciences and mathematics. One speaker stressed the special importance of science teaching for an undersranding of major world problems.

70. Many speakers stressed the importance of developing the teaching of human rights at all levels and education for disarmament. Some delegates said that disarmament education, which was a relatively recent component of international education, had received only inadequate attention in their countries. Several speakers said that such instruction should be based on objective and scientific knowledge, and one of them thought that education for disarmament could be given with profit only during the final stages of education.

71. In addition to the major importance of the formation of attitudes, values and behaviour patterns conducive to respect for human rights, mutual understanding, peace and settlement of conflicts, many speakers emphasized that the cognitive ingredients themselves could not be reduced to the mere imparting of knowledge. They considered it essential that international education should be based on the development of critical faculties, free investigation, the quest for truth, free access to information, and the rejection of stereotypes and prejudices. In that connection, the observer from the Palestine Liberation Organization read out passages from textbooks reflecting prejudices against the Arab peoples, requesting that they should be deleted. Another speaker observed that particular textbooks had been revised, with the result that aggression had been justified by distorting the facts. Many considered that the methods, the style of education and the efforts made to incorporate into educational practice behaviour in keeping with the values of international education and capable of making it a first-hand experience, had an importance equal to or greater than that of curriculum content. Many speakers emphasized in this respect the importance of the example given to children and young people by educators, parents, society and governments themselves. One delegate stressed the importance of respect for law within the framework of the education system as a testimony of respect for human rights. The numerous references to steps taken by governments to eradicate illiteracy, combat discrimination in education and democratize education show that the democratization and widespread availability of education are looked upon not just as preconditions for the spread of international education but also as having the value of an example.

72. Various statements mentioned the many school or out-of-school activities which aimed to get young people to play a part in tasks of importance to society. These were all instances of effective solidarity illustrating the desire to put the ideals of international education into practice. Such a view of international education made it both possible and necessary to develop it broadly in adult education and in the many forms of out-of-school education. Many speakers requested that various activities for young people should be carried out in connection with International Youth Year (1985).

73. Many delegates emphasized the importance of higher education in international education. They all agreed that it was particularly appropriate at that level for the detailed study of basic texts and international instruments, such as the United Nations Charter, the Constitution of Unesco, the Universal Declaration of Human Rights, and so forth. It was equally suitable for an understanding of the hard facts behind the development of international relations.

74. The leitmotiv of the statements emphasizing the role of the University was very much that higher education effectively countered the lack of information and lack of instruction in international education. Other delegates thought that knowing about the Law which regulated international relations, the economic interests which governed them and the philosophy and ethical norms which they called for, would arouse a genuine motivation, vital for action in favour of international education. Higher education was an excellent source of international culture and conferred the ability to understand the responsibilities of each person towards others and towards all people. At that stage of the educational process, the opportunity was offered not only to examine things in depth and to discover the principles and the goals behind the basic texts mentioned above, but also to understand the nature of the questions relating to peace and security, in their present context and having regard to their vital interest.

75. The unanimous commendation of the role of higher education was not limited to the special fields most directly linked to international education, however. All the delegates who raised that question emphasized the fact that a high level of education made it possible to understand and examine in greater depth the problems of the world, especially through comparative studies. Everyone felt that higher education was the level and the place where imparting knowledge about the problems of international life and fundamental freedoms received an approval and importance which conferred on it the efficacity and continuity it needed.

76. Consequently, the imparting of this knowledge should be extended to all faculties and institutions of higher education. To the facilities of law should be added those of science, the institutions that taught economics and the faculties of arts and human sciences. Several delegates thought that higher education in history and geography in particular, must make appropriate reference to the role of other peoples and to what their cultures have to teach. Those were the disciplines that provided an opportunity for giving a practical form to the underlying relations between the peoples of the world and to the principles of solidarity, tolerance and mutual understanding.

77. A number of delegates believed that foreign languages, the importance of which had already been stressed, should be taught more widely at establishments of higher education both because they were a key to the knowledge of other cultures and because they facilitated the reception of foreign students.

78. Many speakers stressed the importance of higher education for the understanding of universal issues as such. All institutions which offered education at an advanced level should develop the ability to understand new situations, circumstances and trends, both global and local, in a methodical and open-minded spirit.

79. Certain delegates, however, thought that the importance of international education at the university level was even more apparent in the context of the indispensable relationship between higher education and the world of work. In some countries, the values relating to peace were integrated into all subjects in higher education so as to avoid the artificial separation between knowledge, know-how and values. Other delegates drew attention to the frequent establishment of departments of regional and international studies, which increased the potential of higher education for international education.

80. Many speakers stressed the importance of the role of the mass media in international education. One speaker thought that they had a two-edged influence on ideas and attitudes. They were a highly popular source of information, a way of bringing continents, men and peoples together, and an invaluable means of introducing international education into rural areas where there were fewest educational establishments and among people with high illiteracy rates. On the other hand, the media could also present the facts erroneously, transmit messages that contradicted educational values, glorify violence and endanger cultural identity through a growing trend towards uniformity. Several delegates, therefore, while recognizing the potential contribution of the media, wished that they would fully accept their educational responsibilities. Some delegates asked that they should refrain from all war propaganda, while others wanted them to give greater prominence to the problems of the developing countries and to present more balanced information about the world.

81. Several speakers thought that in order to carry out its tasks, international education should co-ordinate the efforts being made and encourage co-operation among educators, parents and students, professional circles, churches, intergovernmental organizations (whose activities in different fields covered by the Recommendation were mentioned by some speakers), youth movements, and Unesco Clubs, thereby supplementing the activities of the Associated Schools. Some speakers stressed the responsibility and the role

of scientists, philosophers and other specialists. Because of its important roles and the variety of its tasks, international education, in the words of one speaker, required the active efforts of society as a whole and the co-operation of all who could and would contribute to preparing young people for a world order from which violence and hostility would be excluded. The two main thrusts of the debate were that in order not to lose sight of that high ideal, one should be willing to be judged by future generations on the progress made towards the goals implicit in it, and that the aim should be to achieve practical results which would permeate school and out-of-school education at all levels.

Means to be used to attain the objectives of the Recommendation

82. Delegates stressed the need for more vigorous action to put all the provisions of the 1974 Recommendation into everyday practice. Many speakers pointed up the conditions which would be favourable, and suitable methods, for the implementation of the Recommendation, the forms that it should take and the co-operative efforts which would facilitate the development of international education.

83. A number of delegates suggested that with a view to promoting understanding and friendship among individuals and peoples, Member States should take steps, particularly in the fields of education and information, to support the struggle against prejudice or ideologies which can lead to any form of discrimination and intolerance. In this connection the pernicious character of apartheid, nazism and fascism was condemned. Several speakers thought that educational content and curricula should place more emphasis on the interdependence of the problems involved in the maintenance of peace and those involved in the cessation of the arms race and in disarmament. Other delegates considered that in educational action peace and international understanding could not be dissociated from development. Some emphasized the fact that education should produce a clearer understanding of the fact that so long as vast areas of poverty, illiteracy and unemployment continue to exist throughout the world, the attempts of the international community to establish agreement and friendship among peoples will not meet with the success hoped for. In the view of several speakers, since violations of human rights are sometimes due to specific situations of injustice in international political and economic relations, it is necessary in all educational action closely to associate the ideas of human rights and the rights of peoples and to co-ordinate the steps to be taken, particularly in the field of education, with a view to promoting understanding and respect for those rights.

84. The importance of the environment was recognized as decisive by several delegates, who considered that society, its goals, its priorities, its functioning and its values can influence children and young people in a more lasting way than the actual content of education. Some speakers said it would be valuable to establish an atmosphere of democracy and respect for the rights of the individual actually at school, for example through the election of class committees and the exercise of responsibilities for the benefit of the community. The inclusion of environmental considerations, and the need to meet changing situations and use present-day resources for international education, led some delegates to advocate a measure of flexibility in the definition of procedures for the application of the Recommendation, especially in countries with decentralized structures and a variety of cultural groups.

85. Several delegates dwelt on the fact that international education should not be regarded as an additional subject, but rather as an integral part of the overall educational process, whether in formal or informal educational activities. Many delegates stressed the fact that international education should permeate all types and levels of education, and some said that the Recommendation should serve as the foundation of national education policies. Others considered that it might constitute a special subject of study at university level.

86. One delegate mentioned the need for an increased effort to circulate the Recommendation more widely and make its content better known. Others stated that legal bases are required if education for international understanding and peace, and education relating to human rights are to become a reality. One delegate thought that this would be a particularly suitable way of making action more effective. Another pointed out that it was a necessary condition but that it was not enough, since laws have to be followed by implementing provisions if they are to lead to practical action. One delegate emphasized that the decisions taken at the highest level in support of the Recommendation could bring about the application of its guiding principles in other sectors. Several delegates thought that the framing of education policies or the institution of a reform provided opportunities for introducing the ideals of international education into school and out-of-school educational activities as a whole. As emphasized by several speakers, the efforts made to extend the provision of schooling and to provide literacy teaching for adults contribute to the application of the Recommendation, since they are a move in the direction of the general exercise of the right to education and afford an opportunity of promoting the principles embodied in the Recommendation. Another delegate considered that literacy teaching makes a population less vulnerable to indoctrination and alienation and is instrumental in promoting peace.

87. However, as many delegates observed, the education system cannot do everything, and above all it cannot do everything alone. Its action has to be taken up and supplemented by that of the family, the mass media and all forms of associative life--teachers' unions, parents' associations, women's and youth movements, non-governmental organizations.

88. Better co-ordination between education and the media seemed essential to a great many delegates, who mentioned the growing impact

made by the media, by television in particular, on the attitudes and behaviour of individuals and groups. The contribution of the media, freed from their negative aspects, was regarded as necessary by many speakers if the goals of the Recommendation were to be achieved. It was not only a matter of making known the content of the Recommendation, but also of promoting campaigns in support of peace, disarmament, human rights, the rights of peoples and fundamental freedoms, and of explaining major world problems with their various implications. One delegate alluded to the use of local languages to increase the audience coverage of certain media. Another also referred to the use of the media to back literacy campaigns. In regard to the contribution of the media to educational action, some delegates insisted on the need to develop a critical faculty to resist attempts at indoctrination or the use of slogans. From this standpoint the use of problem-oriented teaching methods appears to have its advantages. On the same lines of thought some delegates also noted that international education could not effectively attain its goals without freedom of access to the most diverse sources of information and without freedom of expression.

89. Most delegates stressed the need for effective international education to alert, inform and train the personnel responsible for giving courses on the subject and those who might take part in working out suitable teaching methods and preparing appropriate teaching materials. Some speakers having emphasized the training of educators with a view to enabling them to understand the significance of international education, all recognized the importance of transmitting its specific content and mastering methods which would make the learning process easier. Some delegates insisted on the priority to be accorded to categories of personnel having a multiplier effect, such as trainers and inspectors, and certain specialized personnel such as planners and administrators, including specialists in the media. One delegate, however, emphasized that it would be worth while raising the status of teachers hence increasing their motivation and obtaining their full support. Another delegate mentioned as an important factor the need for the active participation of teachers in the development of projects and the preparation of decisions concerning international education, such participation being regarded as an essential prerequisite for their direct involvement, not only in the effective assuming of responsibility for the desired changes in curricula, but also in the adoption of the new approaches required.

90. A few delegates referred to the problem of the reappraisal and adaptation of curricula for teacher-training institutions and in-service training. Others stressed the part that universities could play in that field, particularly in the preparation of teaching materials and aids designed to support teachers in their work and also in the training of educators and certain categories of key personnel.

91. One delegate requested the creation of an international corps of teachers for peace, possibly in the context of a programme assisted by Unesco, which could also provide facilities for exchanges of teachers. Several speakers noted the desirability of such exchanges as a means of promoting communication between teachers from countries with different social and political systems and belonging to different cultures. With the same end in view, some speakers noted that the organization of an increasing number of meetings and seminars at the subregional, regional and international levels would provide a very useful framework for closer contacts leading to greater mutual understanding, and for comparisons of experience and methods.

92. Several delegates dealt at length with the question of special training for teachers in multicultural societies, insisting on the need in such cases for an intercultural approach to teaching and a grounding in the coexistence of cultures side by side, with special reference to the education of certain cultural and linguistic minorities and migrant workers and their families, whose cultural identity and values must be safeguarded and strengthened.

93. The methodology advocated by most delegates stressed an active approach to teaching, special attention being paid to students' initiative and free choice, based on example and emphasizing practical activities and the application in real-life situations of the principles set forth in the Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms. One delegate recommended action to promote a methodology for the teaching of peace and human rights. While stressing that the teaching of these subjects called for a multidisciplinary approach combined with a variety of methods, the delegates who commented on this point nevertheless recognized that methods would have to be adapted to suit specific political, cultural, sociological, economic and linguistic environments and to each type and level of education. One delegate considered that teachers should adopt an approach geared to solving problems which had previously been identified and analysed. Another advocated the implementation of an experimental project aimed at identifying and encouraging innovative experiments using varied forms of expression, involving painting, music, dance, literature, etc. and combining approaches specific to different cultures.

94. With regard to content, it was agreed by a large number of delegates that courses in history, geography, modern languages, moral and civic education and social studies were best suited to serving as a vehicle for the specific themes of international education. Two other delegates also stressed the importance of the representational and creative arts as instrumental in promoting mutual understanding between individuals, groups and peoples of different cultures.

95. One delegate proposed drawing up a world programme of international civic and moral instruction viewed as the process of learning about freedom, human solidarity and love of one's neighbour. The same delegate expressed the view

that in teaching history all Member States should employ universal history textbooks free from chauvinism, ethnocentrism and contempt for others. Another proposed preparing an international anthology of stories from different parts of the world representative of different cultures, with a view to stimulating the flow of ideas on international understanding, co-operation and peace. Some delegates felt that priority should be given to the problems of the Third World and to education for development, considered as a fundamental aspect of education relating to human rights and as a factor of crucial importance for fruitful co-operation between industrialized and developing countries. Many speakers stressed the need to give priority to education for disarmament, perceived as an integral part of education for peace.

96. The role of foreign languages as a means of communication and mutual understanding and as a factor conducive to peace between groups and peoples was unanimously acknowledged. Several delegates also considered that aspects of foreign culture and literature should be introduced in connection with language courses, thus enabling students to approach other peoples in a new spirit, while at the same time seeing their own cultural structures in a new light. Some delegates mentioned the importance of promoting the teaching of languages that are not widely spoken.

97. A large number of speakers stressed that in the context of education for international understanding, co-operation and peace an important role is played by teaching materials, particularly school textbooks, which are frequently the teacher's main aid and sometimes his only one. All insisted on the vital need for on-going evaluation on content relating to other peoples and other civilizations, world problems and international relations, and for periodic revision of the materials transmitting this content, this being an essential precondition for promoting the acceptance of cultural differences and respect for human rights and fundamental freedoms. Several speakers pointed out that in spite of the efforts made in this field, school and university textbooks and indeed literary works, frequently continue to reproduce tendentious interpretations of the history and life of nations, and still serve as a vehicle for preconceived ideas and inaccurate or even erroneous information concerning the cultures, civilizations and lifestyles of other peoples. All speakers who commented on this point strongly recommended that the revision and updating of the content of teaching materials, especially history textbooks, should be continued and intensified in order to root out anything likely to give rise to misunderstanding, mistrust, contempt and hatred or to produce hostile attitudes and racist reactions to other groups and peoples.

98. Some delegates suggested that other countries which so desire be included in the network of co-operation already established between certain Member States with a view to implementing the principles of Unesco's 1974 Recommendation, particularly the production and dissemination of teaching materials and aids designed to promote both within education systems and among the general public, greater knowledge and mutual understanding among nations and to create a climate of opinion favourable to the strengthening of peace, security and disarmament. One delegate noted the desirability of encouraging the local production of teaching materials, and another stressed the importance of national languages and mother tongues, especially certain interregional languages. Yet another speaker proposed that steps be taken, under Unesco's auspices, to record and collect relevant teaching materials and significant experiments and to analyse and adapt them as appropriate for use by other countries. The same speaker proposed the organization of a pilot network of teachers from different Member States to employ and improve these materials. One delegate drew attention to the important role of subregional and regional groups in designing model, teaching aids for use in international education. Another noted the valuable contribution that non-governmental organizations can make in this field, particularly those whose activities are based on voluntary service.

99. Higher education seemed to be a suitable channel for conveying ideas and facts conducive to the development of international education. Hence the connection frequently drawn between the university level of such education and the need to open it up to research with a view to preparing the content of a renewal and extension of international education mobilizing all knowledge about man, society and the world.

100. Some delegates noted that international education should continue all one's life and continually relate to life, and that this calls for research on a great many lines. The purpose of such research would be to devise appropriate forms for international education which would make it impinge on the individual's awareness at all stages of education, and also to renew its content and link with the realities of an inevitably changing world.

101. As stressed above, delegates insisted on the need to renew the materials used in international education. One speaker said that in order to make the principles and ultimate goals of such education come alive, educators would find it valuable to make use of high-level academic research and some delegates felt that experiments and the on-going evaluation of new teaching methods can help to identify the most effective and the most soundly based methods.

102. From that viewpoint, several delegates expressed the hope that particular attention would be paid to methods taking account of students' social and cultural environments. The purpose of research should therefore be to develop appropriate introductory and training materials which can mobilize the moral resources inherent in widely varying cultural traditions. A number of delegates emphasized the need for applied problem-oriented research, because, as often noted, the main difficulties arise from the gap between principles and reality recognized standards and their application, knowledge and action. In the

view of some delegates, this gap could be filled by discovering the right ways of making research more effective.

103. In addition to being relevant to the socio-cultural context and keyed to action and effectiveness, international education, in the view of several delegates, should be adapted to all age-groups and take account of the individual's affective and cognitive characteristics so as to make him receptive to other cultures and consequently able to assimilate the principles that are part and parcel of the universal code of ethics. International education should be incorporated in the teaching of all disciplines, the sciences and the humanities, including sports and art education and manual training as well. Other delegates considered that the search for new ways of linking the problems that face students at the local, regional or national level with international problems would make it possible to achieve the goals of developing a sense of solidarity and international understanding at the level of higher education.

104. Several delegates felt that there was a need for a thorough knowledge of learning processes in order to analyse types of behaviour conducive to international co-operation and understanding. From childhood onwards the pupil must be inculcated with respect for others, both in the classroom and in his work and play activities with his schoolmates. Research on the process of learning to assume responsibility and experiments in teamwork and co-operation lead to respect for the universal humanity of each individual. Research on the role of games and the harmful effect of war toys leads to increased vigilance as regards the media and advertising, and the development of the critical faculty. Lastly, the study of mental phenomena, of symbols and representations, both affective and cognitive, can help, in the view of some delegates, to provide a sound scientific basis for international education.

105. In particular, many delegates considered that such research should extend to include human rights education in the broadest sense of the term. According to others, this specific field of research would make it possible to introduce scientific precision into educational practice regarding human rights. Educational methods, which have their stumbling-blocks, should be adapted to the special features of today's world. Some delegates suggested research into a type of education which would make room for an understanding of the causes and manifestations of forms of economic, social and cultural disequilibrium and their resulting tensions. It would make it possible to identify in curricula subjects for study which would facilitate the development of historical and geographical concepts and knowledge explaining what human rights are and what they should be, without overloading curricula with new subjects to be taught separately.

106. According to many delegates, the same need to conduct research is manifest in the fields of security, disarmament and peace. Peace research, in fact, constitutes not only the fulcrum of education for peace but also, in the eyes of some delegates, the scientific basis of the peace movement. Several series of questions seem to call for thorough research. First comes the study of conflicts as manifested in East-West relations and also in the relations between industrialized and developing countries. One delegate considered that research in this field could produce results that could be integrated in particular in the teaching of law, philosophy and political science, especially at the higher level. Secondly, it would be valuable to conduct thorough research into the factors conducive to strengthening peace and into the causes impeding disarmament efforts and well-balanced socio-economic development. Thirdly, some delegations emphasized the need for more thorough study of the relations between peace and human rights, disarmament and development.

107. In this respect, the concept of the rights of peoples must be clarified and given greater depth in the context of a study which reflects the demands and claims of liberation movements. Some speakers stressed the need to get rid of the after-effects of colonization and to combat intolerance and racial prejudice and their exacerbation through the policy of apartheid, taking as a basis studies and research shedding light on their causes and thus indicating the most appropriate ways of stemming such sources of violence against individuals and aggression against peoples. As regards related research, a number of delegations expressed the desire that it be included in the context of the Medium-Term Plan (1984-1989), in particular under Major Programmes I, XII and XIII. In this connection, certain delegates hoped that the scientific commission envisaged under Major Programme I would be representative of all the regions of the world.

108. Many delegates commended the action carried out by Unesco and the progress it has helped achieve in the field of international education. Most of them pointed out that adoption of the 1974 Recommendation, while constituting a significant stage in itself and setting a seal, so to speak, on the efforts that had gone before was also the starting point for an intensification of activities in this field. Several speakers also noted that the guidelines of the Medium-Term Plan for 1984-1989, unanimously adopted by the General Conference at its fourth extraordinary session--notably as regards Major Programmes XIII.3--guarantee the continuity and development of the efforts undertaken for international education and thus further promotion and effective implementation of the 1974 Recommendation. Certain delegates nevertheless insisted on the need to strengthen practical teaching activities in implementing the Organization's programme. One speaker suggested that adequate resources be assigned within Unesco's budget, as well as within those of Member States, to encourage and support activities concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms.

109. With a view to effective application of the 1974 Recommendation, one delegate, supported by several others, proposed the preparation of a long-term plan for the development of education for international peace, co-operation and understanding. For this purpose, he suggested convening, within the framework of the 22 C/5 Programme and Budget for 1984-1985, a meeting of experts to help the Director-General draw up a draft plan to be submitted to the General Conference at its twenty-third session for implementation in 1986, the International Year of Peace. In this respect, it was also stated that a Director-General's advisory committee could be set up to prepare the proposals for effective implementation of the proposed plan.

110. Several speakers pointed out the advantage of sharing the experience gained by many Member States in the different areas of international education with the entire international community; the idea of the collection and dissemination by Unesco of information from Member States was therefore generally well received. One delegate even suggested that Unesco organize a group of specialists to assess significant national projects, and another that the Organization publish relevant teaching experiences in a handbook.

111. The exchanges hoped for by the delegates were to concern not only experiences but all activities undertaken to implement international education, involving research, teachers, students and teaching materials. The speakers wanted the exchanges, which could be carried out at the sub-regional, regional and international levels, to be facilitated, stimulated or organized by Unesco, as appropriate. Another efficient means of exchange, according to one delegation, would be to twin teacher-training schools in different countries.

112. For this purpose, certain delegates recommended that Unesco pay increased attention to the organization of seminars, conferences and one-day seminars at the international and regional levels. Such meetings constituted a means of promoting communication between officials and teachers from different backgrounds and would also contribute to improving mutual understanding among the very people in charge of promoting international education in their respective milieux.

113. Some delegates said that Unesco could play an important part in the training of key personnel, such as teacher educators, planners, and those responsible for guiding international education and providing its staff. One delegate spoke of the importance of associating IBE, IIEP and other appropriate institutions in carrying out those activities. Several speakers suggested that Unesco should promote the collection and evaluation of teaching materials in addition to supporting efforts to revise, improve and distribute them. One delegate mentioned creating a bank for this purpose, while another requested that local production be encouraged. Several speakers shared the wish that Unesco make available low-cost, appropriate materials, after translation.

114. The speakers hoped that Unesco would undertake studies and research, in particular a study on the misuse of the media and measures to end it. Other studies could concern the relationship between peace and human rights and between disarmament and development.

115. A large number of delegates thought that if National Commissions were strengthened, they would play a decisive role in the application of the Recommendation, the co-ordination of activities relating to international education and the establishment of resource centres serving such activities.

116. The extension of Unesco Clubs and Associated Schools, and workshops where innovative methods and aids were developed and evaluated, also seemed to be an ideal way of promoting international education.

117. The direct support Unesco could give to the application of the Recommendation was mentioned by several delegates. It could involve, in particular, the preparation of model statutes providing a basis in law for the policy to be implemented, and informing the public of the value and content of the Recommendation through the mass media and travelling exhibitions. One delegate said that if a single document were to be drafted summarizing the essence of the Recommendation, as well as other documents also attempting to define international education, that would facilitate implementation of the corresponding activities.

PART II

REPORTS OF THE COMMISSIONS

Report of Commission I

1. During a suspension of the first session of the plenary of the Conference, Commission I held its first session to elect as its Chairman, in accordance with the recommendation of the consultation among the heads of delegations, H. E. Ambassador Assedine GUELLOUZ (Tunisia).. At the beginning of the second session of the Commission, the Chairman welcomed the distinguished delegates and observers and proposed, again in accordance with the recommendation of the heads of delegations, the election of the following persons as Vice-Chairmen and Rapporteur:

Mrs Yasina Koblewska, Poland (Vice-Chairman)

Mr Benjamin Nunez, Costa Rica(Vice-Chairman)

Mr Rafi Samizay, Democratic Republic of Afghanistan (Rapporteur)

These officers were elected unanimously.

2. The Chairman then reminded the Commission that its work consisted of the discussion of item 8.1 of the agenda of the Conference: "Review of the action taken to implement the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms". He also pointed out that, in its discussions of this item, the Commission had, as its working documents, the annotated agenda of the Conference, the document prepared particularly for item 8.1, namely, "Synthesis of Member States Reports on the Application of the Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms" (ED-83/CONF.214/2), and Chapter II of the main working document for the Conference, "Education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms with a view to developing a climate of opinion favourable to the strengthening of security and disarmament" (ED-83/CONF.214/4).

3. The representative of the Director-General greeted the delegates and invited them to include in their interventions information not only on the successes achieved but also on problems and constraints encountered in implementing the Recommendation.

4. The debate of the Commission took place during the remainder of its second session and three additional sessions. Forty-four delegations from Member States took part in the debate as well as observers from the Holy See, the Palestine Liberation Organization and from one international non-governmental organization. Speakers often referred to information contained in their written report, summarized in document ED-83/CONF.214/2, and sometimes focused their intervention on most recent developments in their respective countries. Therefore, this report of the debate should be seen as complementing the information contained in document ED-83/CONF.214/2.

General aspects

5. In reviewing the action taken in their respective countries regarding the implementation of the Recommendation, delegates were both constructive and critical in their comments and despite differences of opinion, a large measure of agreement was evident. It was generally agreed that potentially the most valuable contribution to international understanding, co-operation and peace would be an increase in the number and effectiveness of international mechanisms for mutual learning through frank dialogue on content, terminology, objectives, methods and resources in international education.

6. While many delegates congratulated the Director-General of Unesco and his staff upon the high quality and conciseness of the documentation before the Commission, a few delegates pointed out that the analysis of their national reports had not always been complete. In such cases, delegates supplemented the information provided in the documents with new facts, developments and future orientations.

7. A large number of delegates stressed the complexity of the problem and recognized its global nature. For purposes of reporting, the following major groups of issues and themes seem

to have emerged from the debate: (i) Basic principles; ideological tendencies and moral/spiritual traditions; policies; legislative and organizational measures; (ii) content, processes and materials in formal education; (iii) out-of-school education and intercultural exchanges within state boundaries; the role of the community, family and the mass media; (iv) training of educational personnel, research and experimentation; (v) international co-operation and exchange of ideas and skills among people and cultures.

8. Most delegates pointed out that the formulation of educational objectives, policies and strategies conducive to human rights, peace and international understanding as well as the formulation of legal, management, resource allocation and organizational mechanisms for their implementation are closely interwoven with the underlying principles of development processes in society and the respective roles of the state, local community, family and individual in such processes. Delegates therefore recommended that an identification of such underlying principles, their harmony and potential conflict would be the most appropriate way to define future action-oriented programmes which would integrate international education into the learning process of children and youth, both at the formal and informal levels.

Basic principles, traditions, policies and legal measures

9. The rich debate on principles and policies was characterized by an integrated and unified approach. Within a largely interdisciplinary context, speakers focused their interventions on six major issues: (a) political and legal framework; (b) individual and social values and social structures; (c) development processes policies and strategies (social, cultural, economic and geo-political), (d) the educational process itself; (e) knowledge creation and transfer and attitude building; (f) interdependencies and links within and among nations and international co-operation for development.

10. Most speakers confirmed that, in their respective countries, educational policy, as defined in their constitution legislation, regulations and traditions, is conducive to the effective implementation of the Recommendation. Some delegates stressed that even when there are no legal obstacles to the development of international education, it does not necessarily imply that "all is well". Delegates referred to a large number of recent laws and regulations within and outside the educational policy framework which were adopted by their respective political systems which, in some cases had been fundamentally changing in structure. All these were aimed at further enhancing the potential effectiveness of action programmes in international education. They referred to the problem of balancing the consequences of dissemination of ideas on international events with the need to preserve national identity and social order and to ensure that countries remain free in the choice of their socio-political systems without external pressures. Other speakers referred to the responsibilities and rights of each citizen in matters of education, culture and material well being, and to the harmony in sharing these responsibilities among the state and individuals, regardless of their situation in society. A number of delegates stressed the decentralized nature of the decision-making process in education in their countries, which they said facilitated opportunities for local initiative, community participation and individual creativity and they explained the diversified patterns through which international education is being conceived and organized. Other speakers referred to peoples' basic rights within centralized structures.

11. Some speakers emphasized the need for balancing and harmonizing the values embeddedin the national cultural heritage with the very different values encountered in international exchanges with other cultures. The profound understanding of the functioning of social systems and of the major characteristics of public management and guidance was also seen by many delegates as a prerequisite for effective programme development in international education. A number of speakers emphasized that the ethical and spiritual dimension of the problem, related to issues of human dignity and survival, would imply that international education cannot be value-free. It is related to daily life as well as to self-confidence responsibility, sacrifice and security in the learning and working environments which affect the attitudes of people, especially in a pluralistic, multicultural society. The individual and personal nature of notions such as peace and freedoms, and the need for children, youth and adults to internalize these concepts as an integral part of their personality, were seen by a number of delegates as an important aspect of the psychology of human relations, which needs to guide the further development of international education. One speaker pointed out that there is a need increasingly to base programmes for international education on factual and creative knowledge rather than on incidental information, feelings and emotions which can only lead to temporary successes.

12. The importance of relating international education to natural development processes as well as to the choice of national priorities and planned development policies was stressed by delegates from both industrialized and developing countries. In the area of social development, delegates stressed, among other things, the importance for international education to be related to the participation of youth in social programmes, work exchange among youth from different cultures and the widespread network of social opportunities accessible to all citizens. As regards cultural development fostering peace, understanding, and respect for human rights, mention was made by several speakers of universal basic literacy as a fundamental precondition for international education and to the importance of religious inspirations, languages of different ethnic groups in the same country and foreign languages in promoting tolerance among people, social groups

and nations. In this connection, a number of delegates raised the problem of an overload of "bad news" from the communication media as having potentially an adverse effect on international education as it may lead to a sense of fatalism and a resort to violence among youth. The economic dimension of the issue was discussed by some delegates within the framework of the interaction between culture and work and of a needed balance between development strategies enhancing "having" with those promoting "being". One delegate emphasized the psychology of labour and man's relationship with his civic rights. The frustrations of unemployed educated youth were seen by some delegates as having potentially harmful effects on tolerance and on emotional conditions conducive to international education. A number of delegates from developing countries pointed to the lack of financial resources, appropriate management structures and qualified staff to realize new initiatives like international education in their respective countries. This is especially so in situations of economic recession and poverty where the competition for scarce resources is constantly increasing. Many speakers stressed that there should be no fragmented approach to education related to development, international understanding and safeguarding of cultural heritage. The identification of and knowledge about the needs of under-privileged target groups such as children of migrant workers, the relatively isolated and poor rural populations in developing countries and different minority groups would therefore need to find their appropriate place in the content and methods of international education, necessary for creating a climate of peace and understanding. Criteria for programme development in international education should therefore not be restricted to the views and needs of the urban elite so as to achieve a balance between urban and rural dualism. One speaker specifically referred to the educational and communication rights of refugees in this respect.

13. A large number of speakers stressed that the nature of policies in formal and non-formal education can, potentially, have a positive effect on matters of international understanding, co-operation, peace, human rights and fundamental freedoms and the development of a climate of opinion favourable to the strengthening of security and disarmament, but they also recognized that the school is not the only agent for change in these areas and requires the support of the entire educational and social environment. Basic characteristics of favourable educational policies in this respect are: an in-built mechanism for keeping pace with dynamic changes in society; democratization of education both in terms of quantitative coverage, quality and relevance; life-long educational options and education within the family; mobility and flexibility; "openness" of education in terms of potentials for participation, initiative, creativity/curiosity, resourcefulness, co-education, etc.; a progressive and cumulative approach in strategies for educational change. A few delegations pointed out, however, that the mobilization and utilization of community resources for international education is often hampered by the fact that there is a lack of incentives and motivation to do so since children's achievements in this area are rarely being assessed by the educational selection and examination system.

14. The limited creation and dissemination of knowledge in subjects relevant to international education was seen by many speakers as one of the major constraints in further developing this interdisciplinary area. There is not yet a coherent conceptual structure of knowledge in international education, which remains often too abstract in nature to permit real learning, especially among young children. In this connection, many delegates stressed the need for moving outside the boundaries of abstract formulations towards practical applications. The complex interaction between information, knowledge, emotions and truth in international education is far from being fully understood and the sequence of knowledge, understanding and behaviour in this area is often being assumed rather than known. Also, some speakers stressed that optimum channels of knowledge transmission in this area should be explored and that insights are needed concerning the best range of educational and information inputs both to achieve motivated behaviour among different age-groups of the population as well as to promote a dialogue towards compromise.

15. International dialogues on interdependencies and mutual enrichment, international co-operation and exchanges were seen by many delegates as a major framework within which international education could be further developed. Some speakers stressed, however, that aggravating situations of poverty within many developing countries, a growing international inequity among the rich and the poor nations and increasing disparities in the distribution of wealth, power and privilege form the major constraints to achieving a favourable climate of opinion in this respect. Some delegates stressed the still largely unused potentials of regional co-operation and horizontal exchange in this area, especially regarding the sharing of simple means and materials and of genuine information. Others emphasized however that, since international education is basically a very personal matter of internalizing factual knowledge and subjective views, the role of international co-operation in this area remains rather limited, with the exception of the exchange of information and increased opportunities for personal contacts among people from different cultures.

Contents, processes and materials in formal education

16. Several delegates pointed out that experience since 1974 has shown the need to develop international education at all levels so as to provide for continuity. They also emphasized the paramount importance of pre-school education to enhance positive attitudes towards other people and other nations as early in life as possible. In this connection, the importance of attitude-shaping of children towards peace and disarmament

was emphasized by one delegate who cited an example from her country where military toys are prohibited.

17. Several speakers felt that while much has been done to increase the knowledge of students about international relations, peace and human rights, insufficient efforts have been devoted to developing suitable attitudes and skills in this respect. This could not be done alone by textbooks and lessons, but also by encouraging the active solution of conflicts within the school community. Schools and classrooms are places where tensions occur, and children should be helped by teachers to eliminate these tensions, develop tolerance and respect decisions of the majority. The need for increased interaction and mutual participation in the affairs of schools was also underlined by some delegates.

18. Many speakers indicated that their own countries are multi-cultural in nature and that one of their first preoccupations is to foster tolerance and understanding between the various communities and cultures. This is also the case in countries which receive a significant number of migrant workers and their families. Not only do children from different communities have to learn to live together and understand the values and customs of others, but also the content of education has to provide them with adequate knowledge of the history, culture, literature and arts of the various communities involved. This provides real opportunities for creating harmony within nations as a step towards peace in a larger context while at the same time fostering understanding between different nations and cultures of the world.

19. Another goal stressed by many speakers is the development of critical understanding among children, who are nowadays confronted with a multitude of sometimes conflicting information. This would help them to protect themselves against negative and distorted images of reality that create tensions rather than permit them to become aware and responsible citizens. To this effect, students should be exposed not only to ideas but also to factual information so as to develop objectivity, avoid hasty generalization and be encouraged to screen rather than absorb ready-made information. Several delegates indicated the need to elicit the support of mass media to the goals of peace, international understanding and human rights, so that they do not work at cross purposes with the school, but reinforce its influence.

20. Most speakers indicated that, as shown by past experience, an interdisciplinary approach in international education, which suffuses all subjects and activities, is more effective than the introduction of separate, unrelated subject matter. This, of course, makes the development of a suitable curriculum a more complex matter. Several delegates mentioned curriculum reforms undertaken by their countries to that effect, either separately, or, in some cases, in co-operation with other countries.

21. Many speakers emphasized the importance of foreign languages to foster international understanding, and the efforts needed to further develop the quality of their teaching. Such studies should not only focus on linguistic abilities, but should also impart information on the cultures and the countries related to the language under study. This is an area where international co-operation could be very useful, particularly through summer courses and camps, exchange of students, teachers, etc.

22. Some delegates mentioned the useful role played by exchanges in arts, music and sports in increasing international understanding and called for encouraging such activities in schools.

23. Several delegates indicated that insufficient research had been done so far on the effectiveness of curricula and teaching methods in the fields studied by the Conference. They also expressed the wish that Unesco should encourage the establishment of a network of teachers and/or schools to foster exchanges of practical experiences, identity difficulties and recommended improvements.

24. Many delegates referred specifically to Unesco's Associated Schools Project and stressed that it is serving as an effective means to improve educational content, methods and materials as well as teacher training programmes with a view to reinforcing education in the spirit of the Recommendation. Through its pilot and experimental role the Project has had, in many instances, a multiplying effect on strengthening education in general in the light of education for international co-operation and peace. An appeal was made by several delegates that those Member States not yet taking part in the Project should do so and that the overall number of participating institutions in the world should be considerably increased. It was suggested that more support should be given to the Project by both Member States and by Unesco.

25. Several speakers, drawing lessons from past experiences, stressed the need to diversify educational activities. Extra-curricular activities have been particularly useful in developing understanding and knowledge about other communities and countries. Visits outside the school, surveys in local communities, participation in sport events, festivals, contests, attendance at exhibitions, projections of films, were mentioned as being particularly effective.

26. Many speakers also emphasized the interest of participatory and open-enquiry methods for the development of positive attitudes towards peace, international understanding and human rights. Such methods help to train future citizens, self-confident but open to dialogue with others, able to analyze their environment and ready to co-operate and assume responsibilities. Several delegates also mentioned the interest of opening the schools and their services to parents, and more generally to the surrounding communities. One delegate urged the need to make boarding schools more open to their environment.

27. Many delegates indicated that their country had undertaken, sometimes in co-operation with other countries, the revision of national textbooks to conform to the prescriptions of the 1974

Unesco Recommendation. Several delegates observed that their country lacked adequate textbooks in national languages and urged Unesco to help them develop such textbooks and related information booklets. Other speakers mentioned the interest of textbooks exchanges between countries as well as the development of common textbooks for several countries. The mere fact that the same textbook would be used in different countries would considerably help understanding between these countries.

28. Several speakers urged Unesco to establish a clearing-house of educational materials and methods and techniques concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms, with a view to developing a climate of opinion favourable to the strengthening of security and disarmament so as to facilitate the use of the best materials available for this purpose in many countries around the world. This should be linked to educational research in order to experiment and improve these materials.

29. Several speakers from developing Member States mentioned the constraints caused in most schools of their countries by insufficient financial resources to obtain suitable teaching materials and participate in those extra-curricular activities which involve travel or other types of expenditure. One of them urged Unesco to provide subsidies to Unesco National Commissions to alleviate such constraints and to facilitate the acquisition and use of audio-visual materials in this respect.

30. One delegate observed that many useful teaching materials could be prepared by students and teachers themselves and that such means were often more effective to those obtained from outside. Teacher training should help teachers develop such materials at school. In this connection, one speaker indicated that the most effective changes in his country had taken place when teachers had been directly involved through their own efforts.

31. Most speakers singled out the exchange of students as one of the most effective methods to increase international understanding and indicated their wish to see such exchanges vastly developed in the future.

Out-of-school education, intercultural exchanges and the role of the Media

32. Delegates repeatedly underlined the potential contribution of out-of-school education in furthering international co-operation and peace and the need to diffuse the aims and principles of the Recommendation to all those dealing with out-of-school programmes. Although the school has a major role to play in furthering international understanding, its action is not sufficient as each individual and all segments of society have to contribute actively in the building of a more peaceful world. Accounts were given of some efforts taken to enlist the support of society in this respect and a number of proposals were made to reinforce them.

33. Since international education is a lifelong process, it starts in the home and with the family. The participation of parents in shaping children's attitudes and convictions conducive to peace and respect for human rights was seen as a prerequisite for international education. Although some measures had been taken by some countries to involve parents in this specific task it was recommended by several delegates that more could be done in this field.

34. In order to ensure a continuation of much of the valuable work conducted in the classroom in the field of international education, many of the speakers insisted on the need to organize more extra-curricular activities. Such activities could further strengthen the dialogue between pupils and students and their teachers as well as other members of the community. By taking part in debates and discussion groups, young people could gain practical experience in formulating and expressing their views and opinions on matters of concern to the community as well as to the world at large. The involvement of youth centres, libraries, book fairs, etc. could be helpful in providing such forums.

35. Many delegates referred to the valuable work undertaken by the Unesco Clubs not only in sensitizing different groups of people (students, labour union members, the elderly, professional groups, etc.) to the aims and ideals of Unesco and various aspects of its programmes, but also by providing them with an opportunity to take part in concrete activities, such as community improvement projects, preparation of exhibitions, etc. In this connection, a number of speakers referred to the fact that the aims and objectives of many non-governmental organizations were in line with those of the Recommendation and that steps should be taken to involve them more effectively in its implementation.

36. Several speakers indicated that the mass media (notably television, radio and the press) has to assume increased responsibilities in furthering international education and one delegate stressed that this could not be attained without an overall reorientation of the media. Furthermore, it was suggested by several delegates that the school has an obligation to fulfil in preparing children and young people to receive objectively the information and messages transmitted by the media. One delegate stated that, being on the threshold of the satellite era it is not too early to think of a suitable programme for promoting international understanding through satellite systems. The production and projection of films to promote a better understanding of other countries and cultures and a climate of opinion favourable to disarmament was also proposed as a practical measure to implement the Recommendation. A specific recommendation was made by one delegate that a series of short films on the various regions of the world be produced by Member States in co-operation with Unesco.

Training of educational personnel, research and experimentation

37. Many speakers emphasized the key role that could be played by educational personnel, particularly teachers, in the application of the Recommendation. The need to involve resource persons from outside the formal school system was also underlined by several delegates.

38. The problem of lack of the qualified and experienced teachers was referred to by a large number of delegates. The main weaknesses identified were: insufficient knowledge of the content of international education; lack of understanding of the learner, his motivations and his needs; a tendency to concentrate on local and national questions and to shy away from international issues; inadequacy of the pre-service and in-service programmes offered by teacher training institutions and universities for preparing teachers and other educational personnel for their role in effectively pursuing the objectives of the Recommendation; inadequacies in the field of research and experimentation, precisely where appropriate development is essential in order to provide international education with the necessary scientific and pedagogical bases. The need to provide teachers with interdisciplinary knowledge of world problems, interdependencies and international relations and co-operation was underlined by several delegates as an area requiring special attention. In addition, many speakers reaffirmed the universal nature and the wealth of content of international education, emphasizing that it should be regarded as a new dimension of the mind which should encompass the education process as a whole.

39. In reporting on the activities carried out or planned for the preparation of educational personnel, a large number of delegates spoke about the in-service training courses organized by their countries, mainly for primary and secondary school teachers. Several speakers indicated that pre-service and in-service teacher training programmes in their respective countries were being organized in accordance with the Recommendation and contain components of international education. The international exchange of educational personnel at all levels and the award of fellowships in international education were mentioned by a number of speakers as an important feature of their international co-operation programmes. Some delegates referred to the roles played by training institutions in preparing course modules and teachers' handbooks for the teaching of international understanding, human rights, peace, security and disarmament. The direct involvement of teachers in research on the problems of international education was outlined by some speakers as a successful method for developing positive attitudes towards international education, ensuring commitment to peace and human rights, and for enhancing knowledge and skills such as the desire and ability to innovate.

40. Many delegates offered to share with other countries the results of research and experimentation carried out in their countries on the preparation of educational personnel for international education. The exchange of course modules, teachers' handbooks and study reports were specifically mentioned in this connection. A wider exchange of teachers at all levels of education was also referred to by several speakers as an effective method for improving the teaching of international education.

41. One speaker suggested that Unesco could help to set up study groups consisting mainly of teachers to carry out studies on the difficulties encountered by educational personnel in applying the Recommendation. The results could then be used for the pre-service and in-service training of teachers and other educational personnel. Some delegates felt that the training of teachers for international understanding and peace should receive greater priority in the Organization's future programme. A number of delegates suggested that an increased role could be played by Unesco in the exchange of information relevant to the training and retraining of educational personnel for the implementation of the Recommendation. In this connection, taking note of existing national resources and talents was underlined.

International co-operation and exchange of ideas and skills among people and cultures

42. Many of the delegates emphasized that action to promote international co-operation is closely related to furthering international education. It was also stated that one of the major strengths of the Recommendation is a necessity for combined national and international efforts to ensure its implementation. Speakers gave examples of different types of efforts made and activities carried out in this connection, raised some problem areas and elaborated suggestions for future action.

43. A number of speakers referred to educational exchanges of all kinds which had been conducted by their countries in collaboration with other Member States. Personal contacts between educators, administrators, researchers, teachers, students and pupils from different countries were considered to be an essential part of international understanding and extensive statistics on such exchanges were quoted by some delegates. Some of the delegates indicated the organization, on a regular basis, of a large number of study visits, which enabled their teachers to travel abroad and foreign teachers to visit their countries. It was also observed that the conduct of regional, interregional and international meetings, seminars, and related cultural events on specific aspects of education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms, with a view to developing a climate of opinion favourable to the strengthening of security and disarmament, have served as valuable forums to exchange ideas and experiences. The granting of fellowships to enable students to study abroad and the organization of summer language courses, work camps,

music and childrens' festivals, international exhibitions and competitions, etc. have all made a substantial contribution to bringing youth closer together. The positive effects of such personal encounters in fostering a better understanding and appreciation of other countries and cultures and improved teaching in these fields was repeatedly underlined.

44. Several delegates referred, in particular, to the many exchanges, links and contacts which have been made possible through the international networks of both Associated Schools and Unesco Clubs. The important role of Unesco National Commissions in facilitating co-operation amongst Member States in international education was also mentioned.

45. The potential positive effects of direct encounters amongst people from different countries was viewed as an important step in eliminating socio-cultural and political barriers and prejudices and in fostering a better understanding and appreciation of other cultures and countries. It was suggested however that study visits and exchange programmes be well prepared and organized so as to have an optimum effect and that more resources be made available both by Member States and Unesco in order to intensify action in this field.

46. Mention was made by several delegates of initiatives taken to diffuse, at regional and international levels, research findings/information and materials on the results of concrete educational experiences gained in furthering international education. Since international education is not a static process but one which is constantly evolving in order to meet the rapidly changing needs and aspirations of young people, a constant flow of information on practical and innovative ways and means to reinforce education in the light of the Recommendation is required. One speaker, supported by several other speakers, suggested that a more systematic exchange of ideas, experiences and materials should be ensured. It was therefore proposed that a mechanism be set up whereby Unesco would regularly collect and synthesize information and educational materials developed by Member States on achievements in furthering international education and circulate this widely to teachers.

47. The role of textbooks, particularly in the fields of history, geography and social studies in promoting international understanding was underlined on several occasions and emphasis was placed on the need to ensure their accuracy and objectivity. In this connection, the lessons that history provides towards international understanding, security and disarmament for future generations was emphasized. Several speakers also spoke of successful results obtained in the improvement of textbooks through participation in bilateral and multilateral revision of textbook projects, several of which had been sponsored by Unesco. More projects of this kind could be launched. Reference was also made by some delegates to the usefulness of bilateral and multilateral agreements of more comprehensive types.

48. Several delegates referred to the trend that their societies are becoming increasingly multi-ethnic and multi-cultural in nature due, mainly, to the influx of migrant workers, their families and, in some cases, of refugees. In a number of countries, especially in Western Europe, the percentage of school children of foreign origins is relatively high, in some instances as high as 30% of the student population. It was stressed that such situations should enrich, rather than impede, the cultural climate of the community and that the school had an important role to play in this respect. Several speakers stressed the need for ensuring that educational systems be enriched in a way so as to, on the one hand, fully integrate children of foreign origin in the everyday life of the society in which they live and, on the other, to ensure their own cultural identity. It was also felt in this connection that international efforts are required to guarantee better links between migrants and their home countries.

49. Several participants drew attention to the celebration of various regional and international events, especially the International Year for Youth which has been declared for 1985 by the United Nations General Assembly at its thirty-fourth session. Since the promotion of peace is one of the three main themes of the year, it should be considered as a culmination of youth's efforts in this field and adequate preparations should be made accordingly. In connection with the International Year for Peace foreseen for 1986, one delegate suggested that an international competition be launched in order to select the best study carried out on the utilization of teaching methods to enhance international education.

50. At its sixth and concluding session, the Commission examined the draft report and, after agreeing upon certain modifications, adopted the report unanimously.

Report of Commission II

Introduction

1. The Commission, under the chairmanship of H.E. Mrs P Baboukova of Bulgaria elected at its first session on 12 April during a suspension of the first plenary meeting of the Conference, held its meetings on 15 and 18 April 1983.

2. Opening the second session, the Chairman proposed from the chair the following delegates for offices as earlier agreed to by heads of delegations: Mr S. B. Ba (Representative of Mauritania) - Vice-Chairman; Mr P. Aguirre de Carcer (Representative of Spain) - Vice-Chairman; Mr M. M. Musa (Representative of Nigeria) - Rapporteur.

3. These nominations were unanimously approved by the Commission which proceeded to deal with agenda item 8.2: "Consideration of analytical methods for the presentation of reports by Member States on the implementation of the Recommendation". This item was sub-divided into four main issues:

i) the procedure for the submission and examination of Member States' reports on the action they have taken in applying the Recommendation;

ii) the most suitable way of consulting the Mem-States on action taken by them to apply the Recommendation;

iii) methods for collecting information and preparing national reports;

iv) recommendations to the Secretariat on the development of analytical methods for the presentation of reports on the application of the Recommendation.

4. The representatives from 16 Member States spoke on the item and made recommendations as described below. An observer from a non-governmental organization also took the floor and when referring to the main issues of the Conference observed that the International Bureau of Education should play an important part in the processing of reports from Member States on the implementation of the Recommendation.

5. Two draft resolutions were presented to the Commission by a group of countries, the first one by Denmark, Ecuador, Federal Republic of Germany, Finland, Iceland, Italy, Norway, Spain, Sweden, Tanzania and Yugoslavia, and the second one by Costa Rica. They were discussed by the Commission at its third meeting on 18 April 1983.

6. In the course of this meeting, the first draft recommendation was approved with amendments by consensus. However, the delegates of the following Member States asked that their reservations be recorded: Austria - reservations on operative paragraphs 1 and 3; Japan - objection to paragraph 3; United States - reservations on the third subparagraph of paragraph 1. The second draft recommendation, submitted by Costa Rica, was withdrawn. (See Part III, recommendation 21).

7. Members of the Commission who took the floor congratulated the Director-General and the Secretariat for the excellent preparation of the Conference and expressed their gratitude, in particular, for the high quality, clarity and precision of the documents.

8. Several speakers made references to the European Preparatory Meeting for the Intergovernmental Conference held from 8 to11 March 1982, which first elaborated the criteria for the consideration of ways and means in formulating a suitable questionnaire for reporting on implementation of the Recommendation by the Member States. Moreover, they extended their appreciation to the Finnish National Commission for its role in organizing the preparatory meeting.

9. While recognizing the need to devise a clear, simple and concise questionnaire, as an adequate reporting instrument, many speakers stressed the importance of bearing in mind that the purpose of the questionnaire or any other reporting system, is to help Member States share their experiences and learn from one another through knowledge of successful experiences and practices leading to the promotion of peace and international understanding and education for human rights and fundamental liberties.

10. Two delegates mentioned the wide disparity which still exists between proclaimed ideals and declared intentions and the actual situation as far as the implementation of the Recommendation is concerned. This was first mentionned in the preamble to the Recommendation. Since 1974, the year when the Recommendation was adopted, nine years have elapsed and despite the fact that Member States have expressed strong willingness to work towards the ideals of the Recommendation, the disparities still exist.

11. Most delegates were therefore in favour of establishing a system of reporting to Unesco that would not be merely a discharge of their constitutional obligation but would really be an effective means of promoting the implementation of the Recommendation.

12. While expressing approval of the criteria for a questionnaire established at the European preparatory meeting, some speakers indicated that the draft questionnaire proposed in document ED-83/CONF.214/3 could be improved by modifying it slightly to make it shorter, simpler and easier for Member States to fill.

13. The Commission was conscious of the difficulty of setting up a strategy of evaluation in a field of educational action where impact can only be long-term. Member States should be encouraged and stimulated to adopt a process of evaluation in keeping with the means available and in line with their own national preoccupations. Part of the strategy would be the exchange of information not only with Unesco but also among countries and regions. It is considered that an instrument like the questionnaire could be an important monitoring device.

14. Two speakers expressed the view that harmonization with the reporting system of the whole United Nations family could be sought in an attempt to standardize procedures. There was need especially to harmonize procedures with Unesco. In this connection reference was made to Resolution 16.1 of the 21st session of the General Conference which invites the Director-General to make a study on the standard-setting instruments of the Organization. The General Conference will decide on the steps to be taken in the light of the Recommendation of the present intergovernmental conference and the findings of the study.

Preparation of reports at the national level

15. The Commission considered the various methods which could be used for collecting information on actions undertaken by Member States to implement the Recommendation. Several delegates expressed their agreement with Para 7 of Document ED-83/CONF.214/3 prepared by the Secretariat referring to the points to be taken into account for the writing of reports. It was mentioned that reports could provide information of practical interest. They should be prepared

in such a way as to enable a qualitative as well as a quantitative analysis of the situation to be made. The description of activities could lead to a qualitative evaluation. Reference should be made to existing documents on the declaration of principles, to the implementation of administrative measures, the production of educational materials and the analysis of the actual impact in terms of educational, cultural and social outcomes. A statement of difficulties encountered would also be useful. Several delegates observed that the report should enable an assessment to be made of the actual impact of the Recommendation on educational practice. It was noted that the inclusion of provisions of the Recommendation in various legal texts does not constitute proof that these provisions are being applied effectively. Nevertheless their inclusion was considered an important pre-condition for the implementation of the Recommendation.

16. Various methods which could be used for the preparation of reports were suggested in the course of the debate. Some delegates suggested the use of case studies. One delegate was of the opinion that this method would enable a more precise view of the actual situation. In addition it would be particularly well suited for examining interesting examples of the development of educational policies, programmes and curricula, teacher education, and, in particular, problem-oriented and inter-disciplinary approaches and methods. To apply this method most effectively, the following measures should be taken into consideration: in the first place, it should be made clear what is to be observed; and secondly, procedures should be defined for a method of observing according to some standardized model or guidelines. The observation of data should be supplemented by the preparation of audio-visual materials on the case studied. It was also proposed that in-depth studies should be undertaken on appropriate themes and published under a Unesco collection.

17. The difficulty of evaluating the results achieved by education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms, with a view to developing a climate of opinion favourable to the strengthening of security and disarmament was mentioned by one delegate. Because of the specific characteristics of this type of education and its objectives, the evaluation of its results constitutes a very complex task, since it is more concerned with affective than cognitive aspects. The aim of this type of education is not the acquisition of knowledge but rather the achievement of a change in mentality and in attitudes. Such changes are particularly difficult to evaluate, as they tend to take place over a long and undefinable period of time.

18. Several delegates referred to the characteristics required for the information to be collected by Member States. They underlined the need for it to aim at practical results, be functional and reflect, in particular, qualitative aspects. It was also said that the information ought to enable the dissemination of relevant examples in other countries. A number of delegates said that the information must serve to improve educational practices and the teaching-learning process in Member States, and contribute to helping educators and students.

19. Regarding the improvement of educational practices, one delegate said that in addition to the reports based on the questionnaires, other modalities should be used, such as national, regional or interregional meetings of practising educators, personnel in the field, people of action.

20. Several delegates mentioned the need to know what use would be made of the information requested on this type of education when designing the instruments for the collection of data. They considered that the intended utilization determines the type and nature of the questions to be formulated. The need to collect practical information that would be useful in the improvement of the teaching-learning process and the practices at classroom level was stressed. One delegate suggested that the questions should be formulated in such a way as to facilitate the comparison of answers.

21. The Commission examined the different modalities that could be used in the collection of information at the national level. One delegate suggested that it might be appropriate to assign this task to National Commissions, which could request the appropriate Ministries to provide information in their possession and to assist in the preparation of reports. Other delegates noted this suggestion but added that National Commissions could also request the co-operation of certain non-governmental organizations or other public or private institutions such as parents' associations, youth movements.

22. One delegate said that the Ministries of Education of each Member State should gather the necessary information either through official institutions attached to these Ministries or by requesting the information from other ministerial departments or other official institutions responsible for activities related to the Recommendation. The Ministry of Education, the other departments or public administrations as well as non-governmental institutions or organizations, could use any instrument considered appropriate for the collection of information: questionnaires, circulars, guidelines or any other means. He also mentioned the possibility that the Ministries of Education and the private and public organizations could set up expert commissions for the examination of specific topics included in the national reports.

23. After commenting on the multiple reports requested by Unesco on educational matters, one delegate said that, in his opinion, the use made later on of the information gathered was not in proportion to the great effort deployed in its collection and processing. He suggested that the questionnaire should be simple and technically well-structured.

24. Another delegate referred to the serious financial, material and human difficulties which, in some cases, prevent Member States from completing the questionnaire in time. To overcome

this difficulty it was suggested that mention should be made in the preamble to the questionnaire that Member States are not obliged to answer all questions exhaustively. In the absence of adequate information, Member States could leave out certain questions and yet return the questionnaire partly filled.

25. According to one delegate, the draft questionnaire in the document ED-83/CONF.214/3 has been designed for countries with centralized educational systems, and was not adapted to federal systems. Those countries in which each province, state, commune or canton has its own system of education applying its own plans and programmes, face particular difficulties in answering a questionnaire intended for centralized educational systems. Another delegate said that the same difficulties were encountered by some countries which, although having a centralized system, leave their institutions quite free regarding the application of the Recommendation. The need for taking these points into account when preparing the questionnaire was stressed.

Collecting information at the international level

26. In considering procedure, at the international level, for collecting and processing information obtained from Member States, the importance of establishing clear objectives as regards the use made of such information was emphasized. The knowledge of how reports are to be used to promote the implementation of the Recommendation on International Education and the achievement of objectives of peace and peaceful development implied by the Recommendation would be an incentive to Member States to furnish accurate and valuable educational information. It was stressed that the collection of reports from Member States should not be approached merely as the fulfilment of a legal obligation and thus restricted to formalistic and abstract data on the quantitative aspects relating to implementation of the Recommendation. What Member States need for effective implementation of the Recommendation is professional information on new models and approaches, innovations in structure, content and methods and the practical experiences of educators at different levels, and particularly in the classroom. The emphasis, accordingly, needs to be placed on pedagogical experiences in the field of International Education, with special reference to exemplary and innovative models. Delegates underscored the necessity to evolve appropriate mechanisms and procedures for collecting, processing and disseminating such information. Several delegates drew attention to the benefits which would accrue to the reporting Member State itself from the process of gathering and presenting, for international use and comparison, information on worthwhile national experiences.

27. As means of obtaining comparable information, the Commission considered the effectiveness as well as the constraints and limitations of several alternative methods. Most speakers endorsed appropriate use of survey inquiry method, using one or more well-designed questionnaires, along with case studies and consultative missions as would be relevant to certain instances and feasible within available resources. Such consultative missions had already been used to evaluate the Associated Schools Project and had yielded good results. However, one speaker was not so enthusiastic about such consultative missions and pointed out that each Member State should undertake the evaluation of its own experiences. Through exchanges of people and observation visits of educators from other countries such experiences could be made known and disseminated.

28. While considering the survey inquiry method of collecting information, delegates gave attention to the draft questionnaire contained in the document which the majority approved with some suggestions for its improvement. One delegate however suggested that there should be a moratorium on all questionnaires emanating from international organizations to Member States, and proceeded to make specific proposals regarding the establishment of national reports. He also pointed out that perhaps action should be withheld pending the decision of the General Conference on the results of a study on the standard-setting instruments of Unesco requested by the General Conference for its 22nd Session (21C/Res 16.1). When consulted on the matter, the legal adviser stated that the intergovernmental conference was within its right in making recommendations which would be considered by the General Conference at its next session along with the results of the above-mentioned study.

29. The need to limit the questionnaire to fewer questions was stressed by most speakers, one of them suggesting that it would be sufficient to ask, in one simple question, what Member States were doing to improve on the implementation of the Recommendation on International Education. Proposals were made concerning reporting by stages and themes as suggested in document ED-83/CONF.214/3. Reports could be produced at any time on specific themes contained in the Recommendation. Most speakers stressed the necessity for the questionnaire to be simple and clear, focusing on concrete cases of application of the Recommendation. One delegate underlined some of the technical weaknesses of the questionnaire and suggested improvements for the future.

30. Suggestions were made for the improvement of the lay-out and terminology of the questionnaire. As a means of ensuring the progressive development of the information base on the implementation of the Recommendation, it was suggested that the questionnaire, on each occasion, should proceed to cover new developments and not seek to obtain all over again the data which Member States had already furnished. Besides emphasizing that the questionnaires should seek information on the entire field of international education in Member States, some delegates drew attention to the need to elicit comprehensive information on specific problems and obstacles encountered at the operational level. Questions had to be designed to enable Member States to describe in adequate detail their experiences with re-

gard to pedagogical aspects of curriculum development, teacher education, design and production of educational materials, including text-books and evaluation of student performance. For this purpose, both closed and open-ended questions should appear in the questionnaire. One delegate, however pointed out that closed-ended questions, when processed, tended generally to give data of a quantitative nature rather than information on pedagogically significant aspects.

The synthesis of Member States' reports

31. A number of delegates addressed the question of the treatment at the international level of Member States' reports. Of particular concern to several speakers was the use made of these reports. It was frequently mentioned that these reports should be action-oriented and serve practical, functional purposes. More specifically, it was often reiterated that they should promote an exchange of information between Member States and provide examples and models which will be of direct relevance to the needs of teachers and students in classrooms throughout the world.

32. In several interventions, it was stated that while Member States had shown their interest and will to implement the Recommendation, they need help and guidance, particularly in developing the content and methods related to the teaching of international education. Thus special attention should be paid to these points when preparing the synthesis of Member States' reports at the international level. Several speakers indicated that it would be helpful for the synthesis to note obstacles and constraints which Member States may have experienced with the implementation of the Recommendation and to elaborate on specific successful experiences and exemplary practices developed to overcome them.

33. Various views were put forward concerning who should be responsible for the synthesis of Member States' reports at the international level. Two delegates suggested that the establishment of an intergovernmental committee of experts to analyse these reports and make recommendations on their basis for consideration by the Executive Board and the General Conference. Many speakers, however, were opposed to this approach which they feared would be too costly and involve some unnecessary bureaucratic complexities. Instead, several suggested the formation of a small expert body; a few stated that the Secretariat should deal with these matters; and finally one speaker proposed that the Committee and Recommendations on Conventions of the Executive Board be entrusted with these responsibilities.

34. The importance of a balanced treatment at the international level of Member States' reports was evoked on several occasions during the debate in the Commission. One speaker suggested the greater involvement of the permanent delegations to Unesco which he thought would ensure improved feedback to Member States.

35. One delegate reminded the Commission of the technically demanding nature of the work involved in treating Member States' reports at the international level and stressed the importance of high quality professional work.

36. Finally, it was proposed in one intervention that an effort be made at the international level to make all Member States reports more widely available. This step would enable those particularly concerned with implementation of the Recommendation to study them and derive more benefit from their contents.

Conclusion

Several points emerged from the general debate.

37. An appropriate reporting system which would fulfil the functions connected with information gathering and exchanging is essential. Emphasis is laid on the exchange of information on successful cases of implementation and of educational materials related to all levels and types of education from the pre-primary to teacher education and higher education as well as informal and and non-formal educational activities.

38. While the case-study method was also commended, it was pointed out that the exchange of information and of personnel would contribute effectively to the better knowledge and dissemination of the information provided in the national reports.

39. The survey enquiry method with corresponding questionnaires was frequently quoted as a an appropriate means of collecting information on educational activities suitable for the promotion of the implementation of the Recommendation. Suggestions were made to adapt the draft questionnaire described in document 214/3 to reflect the new purposes identified.

40. There was general agreement on a periodicity of four to six years for the consultation of Member States on the action taken by them to implement the Recommendation. One delegate, however, felt that the time element of periodicity should not be the only decisive factor to determine a reporting system. Several delegates observed that the six-year cycle would correspond more to that of the Medium-Term Plan of Unesco. The six-year interval would include one or two years for the examination of the national reports by the Secretariat and the preparation of a consolidated report.

41. As regards the reporting system at the international level, various possibilities were discussed, with the emphasis in each case on exchange of exemplary practices. The delegates were generally in favour of using the expertise available in the Secretariat, assisted by a specific body to advise the Director-General and the Secretariat in the examination of reports.

42. There was general agreement on the need to carry out research and experimentation in the field of international education to promote and strengthen the application of the Recommendation.

43. The delegates were in favour of using the National Commissions to coordinate the work at the national level and assure the links at the international level with other countries and with Unesco. Greater advantage should also be taken of the Associated Schools.

44. The draft report and the recommendation submitted to it were approved by the Commission at its last meeting on Monday, 18 April, and recommended to the plenary. The Conference took note of the report, as amended, at its session on 19 April.

PART III

RECOMMENDATIONS

Thirty-nine draft recommendations were submitted by delegations under provisional reference numbers corresponding to the order in which they were handed in to the Secretariat. Eight provisional reference numbers were further allocated to draft recommendations resulting from the amalgamation of previous drafts. The Conference adopted twenty-one recommendations under their provisional reference numbers. The other drafts had been eliminated either because of withdrawal by their authors or their partial or total integration into other drafts. If the provisional reference numbers had been kept, the numbering of these twenty-one recommendations would have been discontinuous. After consultation with the President of the Conference and the Chairman of the Working Group established by the Conference to harmonize the drafts, the twenty-one recommendations adopted were therefore numbered consecutively as follows:

Numbers of recommendations	Provisional reference numbers used during the Conference
1	DR. 45 Rev.
2	DR. 47
3	DR. 15 Corr. 3
4	DR. 44 Rev.
5	DR. 46 Rev. Add.
6	DR. 36 Rev. 29
7	DR. 13 Rev.
8	DR. 30 Rev.
9	DR. 26 Rev.
10	DR. 39 Corr.
11	DR. 34 Corr.
12	DR. 32 Corr.
13	DR. 41 Rev.
14	DR. 9 Corr.
15	DR. 1 Rev. 2
16	DR. 42 Rev.
17	DR. 43 Rev.
18	DR. 18 Corr.
19	DR. 4 Rev. 2
20	DR. 29 Rev. 2
21	DR. 37 Rev.

Recommendation No. 1

The Intergovernmental Conference,

Recalling resolution 2/13 adopted by the General Conference at its fourth extraordinary session, by which it approved the structure and lines of emphasis of Major Programme XIII, 'Peace, international understanding, human rights and the rights of peoples', for the period 1984-1989,

Recalling more particularly paragraph 2.3 of that resolution (Programme XIII.3), entitled 'Education for peace and respect for human rights and the rights of peoples',

Recalling the relevant provisions of Unesco's Constitution and the Charter of the United Nations and those of the various international instruments to which reference is made in that resolution,

Recalling the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, adopted by the General Conference at its eighteenth session, on 19 November 1974,

Recalling the recommendations of the International Congress on the Teaching of Human Rights convened by the Director-General of Unesco in Vienna from 12 to 16 September 1978,

Recalling the recommendations of the World Congress on Disarmament Education convened by the Director-General at Unesco Headquarters in Paris from 9 to 13 June 1980,

Considering that no problems appear to give greater cause for concern at present than those relating to peace, human rights, fundamental freedoms and the rights of peoples,

Considering the threats posed for mankind by international tensions and the arms race, which absorbs enormous financial and intellectual resources which could otherwise be assigned to objectives contributing to development and to programmes to combat poverty, hunger, disease, illiteracy or unemployment,

Considering that a just and lasting peace is inseparable from respect for human rights and fundamental freedoms and from the rights of peoples,

Considering that in a world dominated by fear and the threat of military confrontations and characterized by the building-up of tensions and the proliferation of acts of violence and armed conflicts, education has a leading role to play for the establishment of a new world order based on the defence of peace, justice and the moral and intellectual solidarity of mankind, mutual understanding and respect among the peoples, and the promotion and protection of human rights,

Expressing the wish that the studies and activities undertaken by Unesco in the field of education for peace and disarmament will continue to make use of the work accomplished by the Department for Disarmament Affairs of the United Nations and the United Nations Institute for Disarmament Research, it being understood that the latter, for their part, will take account of the results of Unesco's studies and activities,

Recommends that Member States, within the framework of the provisions of their constitutions, laws and regulations:

develop international education and, to that end, ensure wide distribution of the 1974 Recommendation among educational personnel, persons engaged in the various forms of non-formal education, and more particularly information and communication specialists;

use all the means available through their constitutional and educational apparatus to eliminate from their respective educational systems all direct or indirect forms of incitement to hatred, violence and all forms of intolerance and social discrimination based on race, ethnic group, sex, culture and language, opinions and beliefs;

work out appropriate legislative, administrative and financial measures with a view to fostering the implementation of the 1974 Recommendation;

establish working groups and other bodies to determine ways and means of ensuring that that Recommendation is more fully implemented;

take the necessary steps to extend the scope of the 1974 Recommendation to the education system as a whole, in order to promote lifelong international education with a view to:

(i) strengthening the measures taken in formal education, including technical and vocational education, and extending them to higher, pre-primary, non-formal and adult education;

(ii) facilitating support for youth activities in support of peace, disarmament, and respect for human rights and the rights of peoples initiated under Programme XIII.3 of the Medium-Term Plan adopted by the General Conference of Unesco;

improve the content, methods and techniques of education, as well as school textbooks, drawing on the findings of interdisciplinary research in the social sciences and the educational sciences, at both national and international level, so as to ensure better knowledge of:

(i) crucial problems such as violations of human rights and the rights of peoples, the worldwide arms race and internal or international armed conflicts, racism, colonialism, poverty and hunger;

(ii) the various cultures and values of civilization, as well as the foreign languages through which they are transmitted;

(iii) development questions;

(iv) the principles of international law, the Charter of the United Nations and the norms applicable to the system of international relations;

renew pre-service and in-service teacher training for all levels and types of education by stimulating the sense of initiative of teachers and by placing at their disposal the information and teaching resources needed for them to be able to develop an active approach to education relating to peace, human rights and the rights of peoples based on an understanding of problems and the search for appropriate interdisciplinary solutions;

foster co-operation between educational institutions and social institutions, particularly the information media, in order to improve the educational content of the messages transmitted by those media and to help, by means of information that conforms to the highest possible standards of objectivity, independence and diversity, to develop a climate of opinion conducive to peace, disarmament, human rights and the rights of peoples;

promote practical social or educational measures calculated to develop educational activities for migrant workers and their families as part of a cross-cultural approach to education encouraging appreciation of and respect for differences and allowing them to learn their mother tongue and preserve the cultural values of their country of origin;

encourage, within the framework of bilateral or multilateral co-operation, exchanges of personnel, experience and educational materials, particularly school textbooks so as to develop a reciprocal flow of information between states on significant experiments conducted on education for peace, disarmament and respect for human rights and the rights of peoples;

encourage all measures leading to the revision of school textbooks, particularly history and geography textbooks, with a view to making them more objective, by removing from them inter alia material not based on facts and representing value judgements likely to generate hatred, mistrust and prejudice between men and between peoples;

Recommends to the Director-General that he:

organize the collection, processing and dissemination of relevant information concerning the content, methods and techniques of education for peace and disarmament, the defence of human rights and the rights of peoples;

organize an international consultation of specialists in the social and educational sciences, information and communication, to examine ways of improving, at the level of higher education, educational action and research making it possible to provide students with the necessary knowledge of the problems of peace, human rights and the rights of peoples and the means of safeguarding them;

examine in greater depth, in studies undertaken in the field of education for peace and disarmament, with the assistance of competent scientific institutions, the relationship between human rights and the rights of peoples on the one hand, and international peace, on the other, as well as the relationship between disarmament and development;

co-operate with Member States and international and national non-governmental organizations that so desire, in the framework of the preparation and execution of the biennial programmes and budgets and by means of suitable arrangements, in the implementation of that Recommendation particularly on the occasion of the International Year of Peace (1986).

Recommendation No. 2

The Intergovernmental Conference,

Referring to the Charter of the United Nations, to the Constitution of Unesco and to the Universal Declaration of Human Rights adopted and proclaimed by the General Assembly of the United Nations on 10 December 1948,

Referring also to the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, adopted by the General Conference of Unesco at its eighteenth session in November 1974,

Recalling the Final Document of the World Congress on Disarmament Education held at the Headquarters of Unesco, in Paris, from 9 to 13 June 1980, in particular paragraph II/A/7, which states: 'As an integral part of peace education, disarmament education has essential links with human rights education and development education, in so far as each of the three terms peace, human rights and development must be defined in relation to the other two', and resolution 37/100, part H, concerning the World Disarmament Campaign, adopted by the General Assembly of the United Nations,

Further recalling the Final Document of the International Congress on the Teaching of Human Rights, held in Vienna from 12 to 16 September 1978, and resolutions 3.03 and 3.04 adopted by the General Conference at its twenty-first session, held in Belgrade in 1980, concerning development and the teaching of human rights,

Bearing in mind resolution 2/13 adopted by the General Conference at its fourth extraordinary session, held in Paris in 1982, concerning peace, international understanding, human rights and the rights of peoples,

Taking account of resolutions 3201 (S-VI) and 3202 (S-VI) adopted by the United Nations General Assembly on 1 May 1974 relating to the Declaration and Programme of Action on the Establishment of a New International Economic Order,

Considering the study on the relationship between disarmament and development (document A/36/356), submitted to the Secretary-General of the United Nations on 3 November 1981, in pursuance of paragraphs 94 and 95 of the final document of the tenth special session of the General Assembly (see resolution S-10/2) of 30 June 1978,

Convinced that education concerning international questions must be envisaged within an interdisciplinary approach and focused on specific problems,

Recommends that Member States:

take stronger measures to follow up the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, mindful that all aspects of the Recommendation make up a whole;

encourage the introduction of education concerning the 'major problems of mankind'--as they are specified in paragraph 18 of the Recommendation on Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms--in curricula and syllabuses for all levels and all types of education, through measures consisting, in particular, in:

including the study of the relationship between disarmament and development and between disarmament and international security in disarmament education curricula;

fostering, within the context of disarmament education, heightened awareness of the factors underlying the arms race throughout the world, and of its social, political, economic and cultural repercussions;

taking the necessary action to ensure that human rights teaching, as stipulated in the Universal Declaration of Human Rights, and teaching of the rights of peoples are dispensed at all levels of their education systems, including teacher training and in-service training;

including all aspects of international co-operation for development in curricula at all levels;

increase their efforts to bring about the renewal, production, dissemination and exchange of material for international education, bearing in mind that this material must facilitate an interdisciplinary approach focused on specific problems;

help to improve education by encouraging the development of those elements in educational content which lead to a clearer understanding of the interdependence which exists between the international climate and relations between states on the one hand, and, on the other, the opportunities for solving development problems;

co-operate with other Member States in order to analyse and better define the content of international education and produce jointly relevant examples and materials;

Recommends that the Director-General:

continue his efforts to strengthen education for international co-operation through all the education programmes and other activities of the Organization, especially within the context of the draft programme and budget for 1984-1985;

encourage the inclusion of courses on education for international understanding in teacher training;

consider the possibility of convening, within the context of the programme and budget for 1984-1985, a meeting of experts to formulate pedagogical examples in support of the international education provided at various levels, following an interdisciplinary approach and focused on specific problems;

contribute to the organization of interregional, regional and national meetings on international education, with the particular aim of facilitating the participation of experts from countries with different socio-economic systems in these meetings;

facilitate, by all suitable means, the participation of teachers and students from countries with differing socio-economic systems in research conducted by other countries into the causes of conflicts, peace und development;

support the efforts of Member States to disseminate in their national languages international instruments useful for international education, in particular experience relating to the problems of international understanding, co-operation and peace and of disarmament with a view to finding more effective solutions to the problems of development.

Recommendation No. 3

The Intergovernmental Conference,

Recalling that, in the words of the Preamble to the Constitution of Unesco, 'since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed', that 'the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man', and that the states parties to the Constitution of Unesco, 'believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge', declared in the name of their peoples that 'they do hereby create the United Nations Educational, Scientific and Cultural Organization for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims',

Recalling the importance, in the light of Unesco's Constitution, of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, adopted by the General Conference at its eighteenth session on 19 November 1974,

Recalling with approval that the General Conference at its twenty-first session adopted a Seven-Year Plan for the Development of Human Rights Teaching, which is inseparable from education for international understanding, co-operation and peace, as is evident in Major Programme XIII of the second Medium-Term Plan,

Recalling that, in accordance with the 1974 Recommendation, 'education should be infused with the aims and purposes set forth in the Charter of the United Nations, the Constitution of Unesco, and the Universal Declaration of Human Rights, particularly Article 26, paragraph 2, of the last-named, which states: "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote international understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace"' (paragraph 3 of the Recommendation) and that 'education should stress the inadmissibility of recourse to war for the purpose of expansion, aggression and domination, or to the use of force and violence for purposes of repression, and should bring every person to understand and assume his or her responsibilities for the maintenance of peace' and 'should contribute to international understanding and strengthening of world peace and to the activities in the struggle against colonialism and neo-colonialism in all their forms and manifestations, and against all forms and varieties of racialism, fascism and apartheid as well as other ideologies which breed national and racial hatred and which are contrary to the purposes of this Recommendation' (paragraph 6 of the Recommendation),

Further recalling the resolutions adopted by the General Conference at its fourth extraordinary session on Major Programmes XII and XIII of Unesco's Medium-Term Plan (1984-1989),

Considers that it would be appropriate, in order to promote the full and comprehensive implementation of the 1974 Recommendation, to draw up and adopt a plan for the development of education for international understanding, co-operation and peace, which shall be based upon the fact that the promotion of and respect for human rights, fundamental freedoms and the rights of peoples are indispensable, pre-conditions for the success of education for international understanding, co-operation and peace, with a view to developing a climate of opinion favourable to the strengthening of security and disarmament;

Recommends that the Director-General study the possibility of organizing in 1984-1985, and without detriment to other Unesco programmes and activities, a meeting of experts to help him to prepare the draft of such a plan, to be submitted for approval to the General Conference at its twenty-third session, the implementation thereof to begin in 1986, which has been proclaimed by the United Nations General Assembly International Year of Peace;

Recommends that, within the framework of the draft programme and budget for 1986-1987, provision be made for entrusting to an advisory body consisting of persons selected on the basis of nominations by Member States the task of drawing up for the benefit of the Director-General recommendations and suggestions concerning the effective implementation of the plan for the development of education for international understanding, co-operation and peace.

Recommendation No. 4

The Intergovernmental Conference,

Mindful of the purpose of Unesco which is defined in the Constitution as being 'to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations',

Recalling the Recommendation concerning Education for International Understanding, Co-operation and Peace, and Education Relating to Human Rights and Fundamental Freedoms adopted by the General Conference at its eighteenth session,

Conscious of the contribution the implementation of this Recommendation can make to the attainment of Unesco's goals;

Recalling also resolution 2/13 adopted by the General Conference at its fourth extraordinary session in 1982, which sets out the aims of Programme XIII. 3,

Recognizing the substantial advances in the pedagogical development of education for international understanding and the related development of specific courses and materials in many Member States,

Stressing that Unesco is the only intergovernmental body which has the global machinery to promote and develop through international co-operation the review and consideration by other education systems of ideas, courses and materials already shown to achieve the aims set out for Programme XIII. 3,

Recommends that the Director-General, in the preparation and execution of detailed programmes in pursuance of Programme XIII. 3, pay particular attention to:

seeking from Member States evidence of interesting pedagogical experience in the implementation of the 1974 Recommendation;

establishing with the collaboration of Member States a network of pilot projects in different regions and socio-economic systems;

ensuring that these pilot projects contain from the moment of their reception an in-built system of assessment whereby the impact of the specific activity may be evaluated efficiently and hence developed and improved;

making available to Member States, in an appropriate and usable form, the results obtained from these pilot projects and their related evaluation and development;

promoting the development of evaluation techniques in this area of education which aim to assess the effect of the specific activity on the attitudes of the learner and which assist the development of new ideas and the improvement of existing courses and materials;

encouraging the training of teachers in the spirit of the Recommendation and the development of an effective pedagogy for education for international understanding so that students acquire a full range of cognitive skills such as the ability to think and to reason logically, to examine alternatives, and, on the basis of evidence, to formulate independent ideas and conclusions so that the effect on those who learn is positive and lasting;

promoting a limited number of carefully selected studies and research projects, the outcome of which will make a practical contribution to the solution of problems which arise;

assisting Member States, at their request, to constitute, with the agreement of National Commissions concerned, special groups of experts from the region in question who will be responsible for evaluating the programmes of education for international understanding and the strategies for implementing them.

Recommendation No. 5

Teaching of human rights

The Intergovernmental Conference,

Mindful that education relating to human rights is an essential and indispensable part of education for international understanding, co-operation and peace,

Recalling Article I of the Constitution of Unesco, which states that 'the purpose of the Organization is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations,

Recalling the recommendations of the International Congress on the Teaching of Human Rights, convened by Unesco in Vienna in 1978,

Considering that resolutions 3/03 and 3/04 and the Seven-Year Plan for the Development of the Teaching of Human Rights, adopted by the twenty-first session of the General Conference of Unesco, specify important steps for promoting the teaching of human rights and for the implementation of the Unesco Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms,

Noting that an Expert Meeting on the Teaching of Human Rights was held in Strasbourg in 1982,

Recommendations

Recommends that Member States, in accordance with resolutions 3/03 and 3/04 take the necessary steps for the implementation of the Seven-Year Plan for the Development of the Teaching of Human Rights and the promotion of human rights by teaching and research, and in particular:

within the framework of the constitutional provisions in force, promote the teaching of human rights as an integral part of international education at all levels of their educational systems, in school and out-of-school education as well as in the training of relevant professional groups, while promoting an open-minded attitude to other cultures by means of a variety of practical teaching aids;

interlink the activities carried out with different age-groups for the teaching of human rights and intercultural teaching, so that such teaching forms a coherent whole, spanning the different stages of education;

foster exchanges and contacts between human rights research work carried out at higher education level and teaching work carried out at the other levels of education and, in particular, encourage their training and research institutions and establishments to welcome approaches from teachers at all levels and all those working in the education system;

consider teacher training in particular as an important starting-point for promoting the teaching of human rights;

encourage the development of suitable teaching and learning aids which help to foster a better appreciation by everyone of human rights, fundamental freedoms and the rights of peoples;

promote, on the basis of appropriate pedagogical and scientific research, a form of human rights teaching in which--even for the very youngest children--the necessary cognitive element will be combined with experience of human rights as a practical reality;

develop appropriate domestic mechanisms for the teaching of human rights and to facilitate in this field the exchange of experiences across frontiers;

show their interest in the development of human rights teaching and information by making adequate contributions to the 'Voluntary Fund for the Development of Knowledge of Human Rights through Teaching and Information', as established by 20 C/Resolutions 3/1.5 and 2.3/2, adopted by the General Conference;

Recommends that the Director-General, in the framework of the programme and budget approved by the General Conference:

continue to regard the teaching of human rights--as indicated in the Unesco Seven-Year Plan on the Teaching of Human Rights and in resolutions 3/03 and 3/04--of the rights of peoples and fundamental freedoms as one of the main priorities of Major Programmes XII and XIII of Unesco's Medium-Term Plan, and consequently include programme actions and adequate budgetary provisions in the biennial programmes;

to disseminate the texts of internationally agreed standards for the promotion and protection of human rights and information on mechanisms for their implementation;

to support Member States and non-governmental organizations in the translation into national languages of compilations of existing international human rights instruments and of information on mechanisms for their implementation;

ensure a continuous and systematic documentation and exchange of experience among experts engaged in this field, e.g. by a wider dissemination of Unesco's periodical 'Teaching Human Rights';

arrange studies and expert meetings on specific problems of human rights education;

support Member States in planning national programmes for the promotion of the teaching of human rights;

assist non-governmental organizations active in the field of human rights education.

Recommendation No. 6

The Intergovernmental Conference,

Recalling the ideals and principles embodied in the Constitution of Unesco,

Recalling the guiding principles laid down in the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms which states in paragraph 6 that 'Education should stress the inadmissibility of recourse to war for purposes of expansion, aggression and domination or to the use of force and violence for purposes of repression, and should bring every person to understand and assume his or her responsibilities for the maintenance of peace. It should contribute to international understanding and strengthening of world peace and to the activities in the struggle against colonialism and neo-colonialism in all their forms and manifestations, and against all forms and varieties of racialism, fascism and apartheid as well as other ideologies which breed national and racial hatred and which are contrary to the purposes of this Recommendation',

Recalling the resolutions adopted by the General Conference at its fourth extraordinary session relating to Major Programme XIII 'Peace, international understanding, human rights and the rights of peoples', and in particular to Programme XIII.3 'Education for peace and respect for human rights and the rights of peoples', and to Major Programme XII 'The elimination of prejudice, intolerance, racism and apartheid',

Bearing in mind the Declaration on Fundamental Principles concerning the Contribution of the Mass Media to Strengthening Peace and International Understanding, to the Promotion of Human Rights and to Countering Racialism, Apartheid and Incitement to War, adopted by the General Conference of Unesco at its twentieth session on 22 November 1978; and the Declaration on Race and Racial Prejudice, adopted by the General Conference of Unesco at its twentieth session on 27 November 1978,

Recalling resolution 2839 of the twenty-sixth session of the General Assembly of the United Nations which stresses, inter alia, that 'the best bulwark against Nazism and racial discrimination is the establishment and maintenance of democratic institutions, that the existence of genuine political, social and economic democracy is an effective vaccine and an equally effective antidote against the formation or development of Nazi movements and that a political system which is based on freedom and effective participation by the people in the conduct of public affairs and under which economic and social conditions are such as to ensure a decent standard of living for the population, makes it impossible for Fascism, Nazism or other ideologies based on terror to succeed',

Recalling resolution 36/162 adopted by the United Nations General Assembly at its thirty-sixth session, and resolution 37/179 adopted by the United Nations General Assembly at its thirty-seventh session, which are also addressed to the appropriate Specialized Agencies as well as intergovernmental and international non-governmental organizations, and which emphasize that 'all totalitarian or other ideologies and practices, in particular Nazi, Fascist and neo-Fascist, based on racial or ethnic exclusiveness or intolerance, hatred, terror, systematic denial of human rights and fundamental freedoms, or which have such consequences, may jeopardize world peace and constitute obstacles to friendly relations between states and to the realization of human rights and fundamental freedoms',

Condemns all totalitarian or other ideologies and practices, in particular Nazi, Fascist and neo-Fascist, based on racial or ethnic exclusiveness or intolerance, hatred, terror, systematic denial of human rights or fundamental freedoms, or which have such consequences, and their spread and implementation through the misuse of education;

Calls upon all Member States to ensure in conformity with the United Nations Charter that all totalitarian ideologies and practices, including Nazi, Fascist and neo-Fascist, do not appear in the curricula, textbooks, educational aids and materials, study plans and programmes for the training and further training of educators, and that, where those ideas still exist, steps are taken to eradicate them;

Launches an appeal to all Member States to make full use of the resources of formal and non-formal education to give the young an objective picture of the ideologies and practices described in paragraphs 1 and 2 above to educate them in the spirit of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms;

Recommends to all Member States that they consider including the Universal Declaration of Human Rights, the United Nations General Assembly resolutions 36/162 and 37/179, the Conventions and other documents referred to in those resolutions, the Declaration on the Preparation of Societies for Life in Peace, adopted by the United Nations General Assembly at its thirty-third session, and the relevant resolutions of Unesco, in their programmes of formal and non-formal education as well as in training and further training programmes for educators;

Recommends that the General Conference at its twenty-second session should take the text of this Recommendation into considerion during the discussion on the Draft Programme and Budget for 1984-1985 (22 C/5);

Recommends the Director-General:

to take the text of this Recommendation into consideration during the preparation of future draft programmes as regards activities relating to educational programmes, textbooks, aids and materials, curricula and programmes for the pre-service and in-service training of educators;

to see that the Office of Public Information gives due attention to the circulation of information on the content of this Recommendation.

Recommendation No. 7

Education for development

The Intergovernmental Conference,

Considering that international education, and in particular the teaching of human rights, in the spirit of the 1974 Recommendation, are closely bound up with creating awareness of development problems,

Considering that schools should be increasingly receptive to the realities, needs, aspirations and cultural diversity of the modern world,

Considering that education for development concerns the formal and non-formal education systems of the industrialized countries as much as those of the developing countries,

Recommends that Member States, within the framework of constitutional provisions:

encourage the competent authorities to promote education for endogenous, integrated development centred on man and his future, and make it their aim to introduce such education in a form suitable to the age of the pupils into all disciplines, in particular social geography, economics and history;

encourage the placing of emphasis in curricula on areas of knowledge and topics that make it easier to teach the concept of development;

encourage the development of appropriate teaching materials and exchanges of information and documentation in this field, representing the viewpoints of all civilizations;

encourage to the greatest possible extent the inclusion of education for development in the initial and in-service training of teachers and in educational research;

call upon their National Commissions for assistance to this end, and also enlist the support of the Associated Schools Project, Unesco Clubs and non-governmental organizations;

Recommends that Unesco support the efforts made by Member States in this field.

Recommendation No. 8

The Intergovernmental Conference,

Recalling Article I of the Constitution which stipulates: 'The purpose of the Organization is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms ...',

Recalling further the Universal Declaration of Human Rights and especially the third paragraph of its Preamble which states 'that human rights should be protected by the rule of law',

Bearing in mind the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, and especially its paragraph I (a) which stipulates: 'The word "education" implies the entire process of social life by means of which individuals and social groups learn to develop consciously within, and for the benefit of, the national and international communities, the whole of their personal capacities, attitudes, aptitudes and knowledge ...',

Considering that broad dissemination of information about recent developments in international law can contribute to the goals of the Recommendation, particularly in areas where well-established legal reference services do not exist,

Considering Unesco's contribution since 1966 to the United Nations programme of assistance in the teaching, study, dissemination and wider appreciation of international law,

Recommends that Member States stress the importance of the principle of the rule of law and in particular of international law including humanitarian law, in their national programmes for the implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms of 1974.

Recommendation No. 9

The Intergovernmental Conference,

Recognizing the necessity--if not the urgency--of informing or educating our people of the need for international understanding, co-operation and peace as envisioned in the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, adopted by the General Conference of Unesco in 1974,

Noting that the emphasis of most of the programmes of Member States is on the youth--the pupils and students in elementary, high school and college levels, and the out-of-school youth,

Believing that the adult population, including those in the service of the civil services of Member States, should also benefit from education of this kind,

Calls the attention of Member States to the advisability of focusing international education programmes not only to the youth but to the adult population under non-formal or lifelong education programmes as well as with some special attention to those working in the civil service of the governments of the Member States in their training or career development programmes for government officials and employees.

Recommendation No. 10

The Intergovernmental Conference,

Recalling the aims and objectives of the United Nations Charter, of the Constitution of Unesco and of the Universal Declaration of Human Rights and its determination to promote the implementation of the International Covenants on Human Rights,

Recalling also international instruments already adopted by Unesco, including in particular the Convention and Recommendation against Discrimination in Education, the Declaration of the Principles of International Cultural Co-operation, the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, the Recommendation on the Status of Scientific Researchers, and the Recommendation on Participation by the People at Large in Cultural Life and their Contribution to It,

Noting with the gravest concern that racism, racial discrimination, colonialism and apartheid continue to afflict the world in ever-changing forms, as a result both of the continuation of legislative provisions and government and administrative practices, contrary to the principles of human rights and also of the continued existence of political and social structures and of relationships and attitudes characterized by injustice and contempt for human beings and leading to the exclusion, humiliation and exploitation, or to the forced assimilation, of the members of disadvantaged groups,

Recommends Member States:

to assist national liberation movements of southern Africa recognized by OAU in their efforts to establish schools in suitable locations;

to create facilities and possibilities for practical attachment of students recommended by the national liberation movements in order to enable these students to acquire the necessary experience;

Recommends the Director-General:

to take vigorous steps to secure the resources necessary to make fellowships available to each national liberation movement for the training of teachers and researchers in the relevant fields of human rights;

to assist national liberation movements in rewriting the distorted history of the people of Namibia and South Africa and to disseminate this internationally;

to extend Unesco's assistance to the national liberation movements for the organization of relevant seminars and workshops on the development and teaching of human rights and the rights of peoples.

Recommendation No. 11

The Intergovernmental Conference,

Recalling the purposes and objectives of the Charter of the United Nations, the Constitution of Unesco and the Universal Declaration of Human Rights,

Taking into account resolution 324/1 adopted by the General Conference at its fifth session held in Florence in 1950, which invites Member States to undertake critical studies of textbooks,

Affirming the principles of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, and particularly paragraph 6, which states that 'Education should stress the inadmissibility of recourse to war for purposes of expansion, aggression and domination, or to the use of force and violence for purposes of repression, and should bring every person to understand and assume his or her responsibilities for the maintenance of peace',

Supporting the tasks of education for peace and education concerning respect for human rights and the rights of peoples, as defined in the Medium-Term Plan (1984-1989), and particularly paragraph 13069 of the Approved C/4 document, envisaging the promotion of universal awareness, through education, concerning rights relating to the self-determination, independence and freedom of peoples, as well as the elimination of colonialism, racism and apartheid,

Further recalling resolution 1/1 adopted by the General Conference at its twenty-first session held in Belgrade in 1980,

Noting with deep concern the oppression, violence and aggression suffered by certain peoples such as those of southern Africa, who are represented by the liberation movements recognized by the Organization of African Unity (OAU), and by the Palestinian people represented by the Palestine Liberation Organization (PLO), recognized by the League of Arab States, all of whom are deprived of their legitimate rights to self-determination, independence and freedom,

Noting with satisfaction Unesco's support for these liberation movements and its efforts to safeguard educational and cultural institutions in the occupied Arab territories,

Recommends that Member States:

encourage the inclusion in textbooks of all levels of the basic knowledge needed by all individuals, young people and adults alike, to understand the rights relating to the freedom of peoples, their self-determination and their independence, rights that necessitate the elimination of colonialism, racism and aparthied;

provide education for all, without prejudice based on race and/or social position;

encourage the media to devote the requisite attention to liberation movements throughout the world and to present to the public, information that is as objective as possible about the peoples concerned through radio and television broadcasts and through articles in the press;

take the necessary action to revise textbooks, especially those for young children, in order to rid them of any expressions or ideas that encourage racism and contempt for other peoples and stir up hatred by distorting their history and cultural values;

Recommends that the Director-General:

increase Unesco's aid to African liberation movements recognized by the OAU and to the PLO, recognized by the League of Arab States, for the production of textbooks and children's books, as well as textbooks for adult and non-formal education, and for the improvement of teaching;

undertake or, where appropriate, intensify, any activities to do with research, documentation, information or the promotion of awareness that might encourage or help Member States to apply these recommendations.

Recommendation No. 12

Education of migrants and their families

The Intergovernmental Conference,

Recalling the Constitution of Unesco, in particular its Article I, which states that the Organization will give fresh impulse to education by instituting collaboration among the nations to advance the ideal of equality of educational opportunity without regard to race, sex or any distinctions, economic or social,

Deploring the widespread persistence, due to various causes of political, economic, geographical or other nature, of the imbalance of existing cultural relations hampering exchanges on the required basis of equality and mutual respect, in a desirable spirit of broad reciprocity,

Considering that migration, both involuntary and voluntary, is one of the ever-recurrent phenomena in the history of mankind,

Aware that migration today has assumed unprecedented dimensions as regards the numbers of people involved as well as the geographical distances and cultural differences met by them;

Referring to resolution No. 2/02 adopted by the General Conference at its fourth extraordinary session on Major Programme II 'Education for all' of the second Medium-Term Plan, which stipulates i. a. the promotion of specific educational measures to overcome the obstacles encountered by migrant workers and their families in the exercise of their rights to education,

Noting that the objectives of the educational policies and programmes for the migrants and their families should be based on the principles of equal educational opportunities, economic, social and cultural integration in the host country and preservation of cultural values of the country of origin,

Considering that neglect or underestimation of the immigrant's language and culture can have negative effects upon the migrant's image of himself and hence on his educational and social opportunities,

Recognizing the importance of bilateral co-operation between the host country and countries of origin of the migrants and their families,

Invites Member States, as far as possible, and within the context of existing constitutional, legal and statutory provisions:

to develop a co-ordinated educational policy for migrants and their families;

to base such an education policy for migrants on the overall principle that equal educational rights should be accorded to migrants:

(i) by recognizing a multi-cultural dimension in general education programmes; and

(ii) by affording equal opportunities for the personal development of migrants and their families;

to integrate an intercultural dimension into education in order to give expression to the principle of the equal value of cultures, and to enable migrants to participate fully and on an equal basis in the social, cultural and economic life of the host country;

in this respect to provide for adequate facilities for migrants and their families both to acquire a sufficient knowledge of the language of the host country and to develop the language of their country of origin as an educational and cultural instrument with a view to maintaining links with the cultural values of their countries of origin;

to take all other appropriate measures to improve the quality of all levels of education for migrants such as:

(i) pre-school education;

(ii) teacher's in-service training;

(iii) the establishment of counselling services for the future orientation of the young migrants who have to leave school;

(iv) the development of curricula for special purposes; and

(v) research in collaboration with academic bodies;

to pay particular attention to the groups who are disadvantaged in several ways as is sometimes the case with girls in migrant families and the wives of migrants;

to further the relationship between school and the family, particularly in connection with the problems of second and third generation migrants and the danger of a growing gap between migrants' children and their parents;

to develop and extend bilateral contacts between host countries and countries of origin to support and supplement the above-mentioned policies,

Recommends that the Director-General:

concentrate on the education of migrants and their families while preparing the Organization's programme to implement the third subprogramme of Programme II. 6;

continue to encourage programme activities for the organization of pre-service and in-service training courses in the use of language of the country of origin, in education, alongside the language of the country of immigration, in pre-school education, primary education and out-of-school education;

continue to provide assistance to member countries in the production of educational materials (books, films), to help preserve the cultural identity of migrant workers and their families;

provide support for research and experimentation in teaching methods of a nature to help migrants overcome their difficulties at school.

Recommendation No. 13

The Intergovernmental Conference,

Recalling the purposes and principles of the United Nations Charter and the provisions of the Unesco Constitution and of the Declaration of Human Rights,

Bearing in mind the International Covenants on Economic, Social and Cultural Rights and on Civil and Political Rights,

Bearing in mind the Declaration on the Promotion among Youth of the Ideals of Peace, Mutual Respect and Understanding between Peoples, adopted on 7 December 1965 by the United Nations General Assembly, and the Declaration it adopted in 1978 on the Preparation of Societies for Life in Peace,

Considering that the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, adopted by the General Conference at its eighteenth session in November 1974, constitutes a basic instrument of action at both the national and international levels for the promotion of education for peace, international understanding, human rights and the rights of peoples, and fundamental freedoms,

Recalling resolution 10. 2 adopted by the General Conference at its twenty-first session held in Belgrade in 1980, concerning Unesco's participation in the implementation of the United Nations 1978 Declaration on the Preparation of Societies for Life in the Spirit of Peace, recommending that Unesco apply its provisions, in its activity, among other things, 'by intensifying efforts to promote the production of textbooks in the spirit of education for peace, respect for national identity and sovereignty, mutual understanding and the dialogue of cultures, and the elimination of racial and other forms of prejudice',

Pointing out the importance which should be attached in the implementation of this Recommendation to curricula, textbooks and teaching aids and materials, which are a vital element in achieving the objectives of education for international understanding, peace, disarmament and education relating to human rights and fundamental freedoms,

Noting that among the main impediments to mutual understanding and rapprochement among the peoples and consequently to the strengthening of peace and security are ignorance and prejudice, violence in all its forms, including terrorism, and the emnities of the past still rooted in the minds of men, and that prejudice is perpetuated through mistaken or tendentious representations based on pre-conceived ideas or incomplete or inaccurate information about developments in other countries and their way of life,

Also noting that, as regards educational practice, the provisions of the 1974 Unesco Recommendation designed to encourage the elimination from school textbooks of any ideas or false information which might impede understanding, friendship and co-operation between peoples, the strengthening of the principles of peace, for the promotion of human rights, the rights of peoples and fundamental freedoms, have not yet been sufficiently implemented,

Recalling that already at its first session the Unesco General Conference, in 1946, recognized the need to expand international co-operation in the sphere of the improvement and revision of school textbooks in a spirit of mutual international understanding, and that it considered that Unesco should encourage Member States to conclude bilateral and regional agreements concerning such textbooks,

Acknowledging the concerted efforts made by Unesco and various Member States and their National Commissions to improve and revise school textbooks so as to eliminate from them sources of prejudice and lack of understanding and to bring about the appreciation among nations of each other's values,

Recommends that all Member States, in the context of their current constitutional provisions:

redouble their efforts and intensify their studies with a view to improving and revising the content of school textbooks, teaching aids and all teaching materials in accordance with the principles stated in the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, in particular in section VIII, paragraph 39 thereof;

take steps to encourage the elimination from textbooks of anything liable to give rise to misunderstanding, mistrust, racism, contempt or hatred with regard to other groups or peoples, so as to provide pupils with a view that is comprehensive, scientifically based and as objective as possible of the economic, social, political and spiritual history of mankind and of contemporary life, explaining to them the different causes of violence and wars and methods whereby peace and respect for human rights, the rights of peoples and fundamental freedoms can be genuinely established;

continue encouraging bilateral and multilateral agreements on the improvement of the contents of school textbooks, especially history and geography handbooks, with a view to consolidating mutual knowledge and understanding among nations as well as to eliminating racial hatred and prejudice towards other peoples;

encourage bilateral meetings between experts in the countries concerned with the revision of textbooks and teaching materials, particularly on the subject of history, and distribute the findings of these consultations to a wider audience, for instance through the intermediary of competent international organizations and associations;

encourage international co-operation among the authors of school textbooks, publishers and pedagogues;

expand exchanges of school textbooks and grant access to information and materials serving improvement and updating of the contents of school textbooks, encyclopedias, statistical data, new cartographic materials, reading materials and audio-visual materials;

promote the organization of studies and the granting of fellowships in order to help the authors of manuals and school publications to offer the most objective possible presentation of the past and present of other countries;

encourage the revision of not only history and geography textbooks but also other school textbooks such as those used for civic education, foreign languages and literature;

Recommends that the Director-General, within the framework of the programme and budget approved by the General Conference:

strengthen the activities of the Organization which are designed to help improve the contents of school textbooks in the spirit of education for international understanding, co-operation and peace, tolerance and respect of human rights, as well as to expand co-operation in this field to include an ever growing number of teaching subjects and branches;

invite the educational authorities of Member States to ensure that educational material for international education reflects current major world problems, so that those receiving such education are provided with the maximum information concerning threats to international peace and security, and serious violations of human rights, in order to promote a climate of opinion conducive to the maintenance of peace;

take action to extend existing initiatives at bilateral, regional and international level to improve teaching aids at all levels of education;

help to develop exchanges of experience between Member States and National Commissions for Unesco concerning ways and means of improving school textbooks;

evaluate the results of the studies conducted in different regions of the world on the role of teaching and school textbooks in the implementation of the 1974 Unesco Recommendation, particularly the team-work of experts from six European countries (Finland, German Democratic Republic, Poland, the United Kingdom, Italy, Union of Soviet Socialist Republics), and draw up proposals concerning the criteria and method, that might be adopted to improve the content of school textbooks;

organize and promote bilateral and multilateral consultations designed to improve the content of school textbooks on various subjects in accordance with the principles of education for peace, respect for human rights and the rights of peoples, and fundamental freedoms, mutual understanding and co-operation;

continue the publication and dissemination of materials to assist in the production of textbooks and educational aids which promote through educational systems the ideas of peace, international understanding and respect for human rights and the rights of peoples;

help to organize an international symposium, with assistance from experts from countries belonging to different cultural groups and different social and political systems, designated in consultation with the relevant authorities of Member States, on the scholarly aspects of improving the content of school textbooks and exchanges of experience in this field;

encourage National Commissions for Unesco, other relevant national institutions and the non-governmental organizations that collaborate with the Organization to step up their efforts to promote the revision of school textbooks and the development of international education;

prepare a report on progress made in the implementation of the provisions of the 1974 Recommendation concerning school textbooks, to be submitted for consideration by the General Conference at its twenty-third session.

Recommendation No. 14

Teaching of modern languages

The Intergovernmental Conference,

Deploring the widespread persistence, due to various causes of political, economic, geographical or other nature, of the imbalance of existing cultural relations hampering exchanges on the required basis of equality and mutual respect, in a desirable spirit of broad reciprocity, especially in those cases where language is the necessary vehicle of such exchanges,

Considering that the most important prerequisite for international peaceful co-operation is mutual understanding between individuals and peoples,

Considering that international understanding and co-operation can be greatly facilitated if people understand and speak each other's language,

Considering that language teaching must include teaching about the civilization and culture of peoples in order to give access to their thinking and mentality, to their civilization and cultural values,

Recalling the resolution on the teaching of modern languages adopted at the twenty-first session of the General Conference in Belgrade in 1980,

Having regard to the recommendations of the third Conference of Ministers of Education of the Europe region (Sofia, 12-21 June 1980),

Recalling Recommendation No. 59 concerning the teaching of modern foreign languages in secondary schools, adopted by the International Conference on Education in 1965,

Invites Member States:

to encourage the teaching of national and foreign languages, including less widely taught languages, to different age-groups in schools and out of school, in higher and in adult education, and to facilitate teacher training in these fields, so that everybody gets a chance to learn at least one language other than his mother tongue;

to facilitate access by students to materials originating in countries the language of which they are studying;

to promote international contacts between individual pupils and between school classes through correspondence, exchanges, study visits and other means;

to encourage educational institutions to provide facilities for the continuation of language learning by all students in upper secondary, higher and further education, with regard to their special fields of work and study, in order to facilitate international professional mobility and co-operation at all levels;

to encourage all students in higher education to study, in addition to their major subjects, at least one foreign language enabling them to exercise their profession as responsible members of the international community;

to encourage the provision of adequate facilities for migrant workers and their families:

(i) to acquire knowledge of the language of the host community;

(ii) to develop the use of their mother tongue as an educational and cultural instrument;

to encourage, as far as possible, for future teachers of modern languages, study visits in those countries whose language they intend to teach, as an integral part of their course of study and training, in order to ensure adequate linguistic proficiency and first-hand information on the civilization in question;

to promote exchange programmes and study visits abroad at regular intervals for teachers of modern languages;

to promote national and international collaboration between governmental and non-governmental institutions engaged in the development of methods of teaching and evaluation of modern language learning and in the production and use of teaching materials, including materials on the civilization and culture of other countries.

Recommendation No. 15

Contribution of the mass media in education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms, with a view to developing a climate of opinion favourable to the strengthening of security and disarmament

The Intergovernmental Conference,

Taking account of the ever-growing importance of the mass media in international life, in the shaping of public opinion and in spreading the ideas of peace, international co-operation and mutual understanding, promoting human rights, the rights of peoples and fundamental freedoms,

Recalling the resolutions concerning education for international understanding, co-operation and peace adopted at a number of sessions of the General Conference,

Emphasizing the importance of implementing the principles affirmed in the Declaration on Fundamental Principles concerning the Contribution of the Mass Media to Strengthening Peace and International Understanding, to the Promotion of Human Rights and to Countering Racialism, Apartheid and Incitement to War, adopted by the General Conference at its twentieth session,

Emphasizing further the need to allow the mass media to contribute to education for international understanding, co-operation and peace, and education relating to human rights and fundamental freedoms,

Welcoming the inclusion in Unesco's Medium-Term Plan for 1984-1989 of the third subprogramme of Programme III. 2 devoted to the contribution of the mass media to mutual respect, international understanding, respect for human rights and peace, and to the elucidation of major world problems,

Recommends that Member States:

facilitate the opportunities of the mass media to contribute to education for international understanding, co-operation and peace, to counter propaganda on behalf of recourse to war for purposes of expansion, aggression and domination, and to combat racialism, apartheid and hatred among nations by promoting knowledgeable public opinion;

facilitate a free flow and a wider and better balanced dissemination of information in order to ensure the maximum contribution of the mass media in helping to inform public opinion and creating a climate favourable to the implementation of the principles of the 1974 Recommendation;

carry out various activities, including seminars, press conferences and briefings, to acquaint workers in the field of the mass information media more thoroughly with the principles of the 1974 Recommendation and with the action taken by Unesco and other international organizations in the field of education for peace and mutual understanding, relating to human rights and fundamental freedoms;

encourage co-operation between the mass media and educational and other institutions directly involved in education for peace, co-operation and international understanding;

Recommends the Director-General, within existing resources, to place particular emphasis on activities related to the role of the mass media in education for peace and international understanding in the preparation of biennial programmes in accordance with the third subprogramme of Programme III. 2 of the Medium Term Plan for 1984-1989,

Further recommends that the Director-General consider, within existing resources:

continuing activities aimed at creating the most favourable conditions for co-operation in the field of international education at the regional, interregional and international levels;

assisting and supporting the initiatives of Member States and their National Commissions aimed at encouraging the successful implementation of the principles of the 1974 Recommendation.

Recommendation No. 16

Role of Associated Schools and Unesco Clubs in international education

The Intergovernmental Conference,

Considering that the Associated Schools Project and Unesco Clubs and Associations represent two similar forms of the action for international education,

Stressing the important and complementary role of Associated Schools and Unesco Clubs in fulfilling the Organization's ideals and, in particular, in implementing the principles of the 1974 Recommendation,

Recalling Articles 23, 41 and 44 of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, by which Member States are invited to take advantage of the experience of the Associated Schools,

In view of the growing awareness among teachers and students of the major contemporary world problems and of the need for intensified efforts in the field of education for international understanding, co-operation and peace, human rights, the rights of peoples and fundamental freedoms,

Convinced that the Associated Schools Project constitutes an excellent framework for the practical implementation of the Recommendation at the school level and in teacher-training institutions,

Considering that experimental activities and pilot projects as carried out by the institutions participating in the Project can help Member States in developing educational content, methods and materials,

Considering that long experience testifies to the contribution of the Unesco Clubs to the achievement of the same objectives,

Noting with satisfaction that more than 1,600 schools and teacher-training institutions in more than eighty countries are already associated with Unesco,

Wishing, however, that those countries not yet participating in the Project would consider doing so,

Convinced that the extension of the Associated Schools Project to appropriate institutions of professional training and of higher and adult education as well as close co-operation with Unesco Clubs could strengthen the impact of that Project,

Taking into account the recommendations of the international meeting of experts on the evaluation and development of the Associated Schools Project (Paris, 8-12 September 1980),

Welcoming the forthcoming International Congress of Associated Schools, to be held in Sofia from 12 to 16 September 1983 on the occasion of the thirtieth anniversary of the Associated Schools Project, and hoping that this Congress will be an important event for the renewal and future development of the Project,

Bearing in mind the conclusions of the Second World Congress of Unesco Clubs and Associations (Paris, 1981), and recalling the establishment of the World Federation of Unesco Clubs and Associations,

Considering that international education cannot attain its intended goals without close and sustained collaboration between states, peoples, Unesco and educational institutions,

Recommends that Member States without Associated Schools or Unesco Clubs:

formulate a policy for the development of the Project at the national level;

encourage the establishment and development of Associated Schools and Unesco Clubs and provide them with effective support;

seek out interested and appropriate schools and teacher-training institutions for participation in the Project;

Recommends that Member States with Associated Schools and Unesco Clubs:

encourage the setting up of a national co-ordinating mechanism and provide financial, human and moral support so that it can assume its role effectively;

promote flexible and continuous co-operation and consultation between their National Federations of Unesco Clubs and their appropriate national education authorities;

promote the activities of the Associated Schools by encouraging the establishment of a national network permitting closer communication and co-operation among the participating institutions;

promote the dissemination of the experiences achieved by Associated Schools by means of publications, workshops, mass media, etc;

encourage the organization of national, regional and international workshops and seminars for Associated Schools' teachers and students;

encourage the organization of joint activities and projects among Unesco Clubs and Associated Schools, especially in the field of co-operation for development;

expand the field of action of the Associated Schools, so that pupils can engage in practical out-of-school activities, studying and proposing solutions to problems of national communities so as to obtain a better insight through such participation into the difficulties involved in understanding and solving international problems;

suggest to the Associated Schools that they organize multi-cultural meetings, in conjunction with Unesco Clubs and youth organizations and in co-ordination with the National Commissions, in order to learn to respect and derive benefit from the diversity of human behaviour, especially in the context of International Youth Year, which is to be celebrated in 1985;

encourage co-operation of Associated Schools with those in other countries, including co-operation between countries with a different social and political system;

facilitate the participation of Associated Schools' teachers and students, as well as representatives of Unesco Clubs in the First International Congress of Associated Schools and other international meetings;

Recommends that the Director-General:

continue and step up his efforts to promote the development of Associated Schools and Unesco Clubs;

foster co-ordination between the Associated Schools Project and Unesco Clubs by all appropriate means;

strengthen and reinforce the Associated Schools Project in order to enable it to contribute effectively to the implementation of the Recommendation;

support co-ordinating of the Project at the regional and international levels;

organize at regular intervals regional, interregional and international meetings and congresses of Associated School and Unesco Club representatives in order to improve communication and co-operation among them;

conduct joint regional and interregional experimental activities and research projects and prepare in co-operation with National Commissions and the national co-ordinators joint publications and teaching materials;

continue to inform Member States, international non-governmental organizations with consultative status and the mass media of Associated School or Unesco Club experiments that have proved their practical worth, by regularly disseminating information about the Associated Schools by means of the newsletter 'International Understanding at School' and other publications and audio-visual material;

pay particular attention to the dissemination of Unesco documentation among Associated Schools and Unesco Clubs, envisaging the possibility of giving the Organization's Regional Offices responsibility for redistributing this documentation in their respective regions, in order to avoid delays.

Recommendation No. 17

Exchange of students, educational personnel, information, ideas and experiences

The Intergovernmental Conference,

Bearing in mind that under Article I of Unesco's Constitution the purpose of the Organization is to contribute to peace and security by promoting collaboration among nations,

Recalling Articles 13 and 29 of the Universal Declaration of Human Rights,

Recalling Chapter X of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms (1974),

Recalling paragraph VI 36 and paragraphs IX 96 and 104-107 of the Unesco Recommendation concerning the Status of Teachers (1966),

Taking into account the Declaration of the Principles of International Cultural Co-operation, adopted at the fourteenth session of the General Conference in 1966 by all Member States of Unesco,

Recognizing that well-informed discussion and debate on all points of view relating to international understanding, co-operation, peace, human rights and fundamental freedoms are necessary for their attainment and that such discussion and debate can only be ensured by the widest possible dissemination of information,

Convinced that both the encouragement of co-operation among nations, in particular the international exchange of persons active in the fields of education, science and culture, a free flow and a wider and better balanced dissemination of information, ideas and experiences, contribute towards achieving the objectives of the Recommendation (1974),

Considering that direct contacts between all those concerned are of great importance and that the knowledge of other cultures, societies, educational systems and countries as well as a free flow and a wider and better balanced dissemination of information and experience in the field of education and of the results of research and practical work undertaken by individuals and groups are conducive to understanding and encourage peoples to come closer together,

Recalling resolution 2/13 adopted by the General Conference at its fourth extraordinary session, by which it approved the structure and lines of emphasis of Major Programme XIII, 'Peace, international understanding, human rights and the rights of peoples', for the period 1984-1989,

Recommends that Member States:

promote educational exchanges and the development of educational co-operation between individuals, groups and institutions;

promote the exchange of experience, research results and information in all fields of education, including education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms, with a view to developing a climate of opinion favourable to the strengthening of security and disarmament;

encourage the preparation of appropriate measures which would provide a suitable framework for the application of the 1974 Recommendation as a whole, and in particular an increased exchange of human resources, experience and educational materials, in the framework of bilateral and multilateral co-operation;

encourage the establishment of the necessary and appropriate financial and organizational preconditions for the realization of educational exchanges;

make the widest possible use of intergovernmental cultural and educational agreements and institutional and individual contacts;

do everything possible, in the context of co-operation between industrialized and developing countries where the training of teachers is concerned, to step up the granting of study fellowships, in high-level educational establishments, for the benefit of developing countries, and the reception of foreign teachers and students in order to train them in methods of teaching and research;

facilitate for the persons in question the opportunity to take part, without discrimination, in individual and group contacts, as well as in international meetings of a professional character;

facilitate public access to information through a variety of governmental and non-governmental sources and media concerning international education;

encourage and facilitate the ability of professional organizations for teachers and other educational personnel, appropriate non-governmental organizations, trade unions, organizations of students and pupils, as well as other cultural and educational associations, including women's and youth organizations, to participate in educational exchanges and in the exchange of teachers, students and other educational personnel;

Recommends that the Director-General:

examine the possibility of taking new measures, within the framework of the Programme and Budget for 1984-1985, calculated to promote exchanges in regard to international education, especially as concerns staff, experiential data, material, documentation, and other educational resources;

consider, within the framework of the Programme and Budget for 1984-1985, the possibility of organizing an international symposium of experts on the topic, exchange of educational personnel, experiences and information in the framework of education for international understanding, co-operation and peace;

contribute to the Organization, under real-life conditions, in educational institutions and in the mass media, of operational seminars for the purposes of information and the exchange of experience for educators, young people and producers of educational material and school textbooks.

Recommendation No. 18

The Intergovernmental Conference,

Recalling resolution 2/15 adopted by the fourth extraordinary session of the General Conference concerning co-operation with international non-governmental organizations,

Conscious of the important contribution already made by non-governmental organizations to the implementation of the 1974 Recommendation at the international, regional, national and local levels,

Aware that even more could be done by nor-governmental organizations in this area given appropriate encouragement and support,

Recommends Member States to continue to take steps to foster the creation and strengthening of national and local branches of non-governmental organizations that have an interest in international education and to encourage close collaboration between governmental and non-governmental bodies working in this area;

Requests the Director-General to pursue and intensify his efforts to involve non-governmental organizations in the preparation and execution of Unesco's activities under Programme XIII. 3.

Recommendation No. 19

International Youth Year

The Intergovernmental Conference,

Mindful of the fact that the implementation of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms must be directed, inter alia to the young generations,

Recalling resolution 1572 (XV), adopted in 1960, and the Declaration, adopted in 1965, by the United Nations General Assembly on measures designed to promote among youth the ideals of peace, mutual respect and understanding between peoples,

Recalling the decision of the United Nations General Assembly to observe the year 1985 International Youth Year, having as themes Participation, Development, Peace,

Recalling resolution 3/05 (Role of Youth), adopted by the General Conference at its twenty-first session to convene an intergovernmental youth conference on the increased and worldwide participation of youth in social life and on the struggle for peace and disarmament, whose proceedings, complementary to the activities of the United Nations occasioned by the International Year, will review the situation and role of youth in the Organization's fields of competence,

Recalling Recommendation 170, adopted by the Unesco World Conference on Culture (Mexico, 1982), relating to the Banner of Peace Movement and Assembly,

Emphasizing the particular importance of the intergovernmental youth conference on the increased and worldwide participation of youth in social life and on the struggle for peace and disarmament, as a means of encouraging young people to reflect on and become aware of the role incumbent on them in promoting respect for human rights and the rights of peoples, peace, disarmament and international security and of the need for their active participation in development,

Recommends the Director-General:

to extend Unesco's support within the approved programme and budget to various activities, symposia and gatherings of young people organized in conjunction with the International Youth Year.

Recommendation No. 20

The Intergovernmental Conference,

Considering that teachers are vital to the realization of the objectives of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms adopted by the General Conference of Unesco in 1974,

Believing that giving teachers an identity or recognition for their dedication to the cause of promoting international education, in school classrooms and in their community, will serve as a great incentive or encouragement for them to work harder and zealously,

Recommends that the Director-General:

provide for a study on existing arrangements in Member States with respect to:

(a) associations of individuals or corporate entities, particularly teachers' associations, that engage in or encourage international education; and

(b) the awarding of tokens of esteem or gratitude to such individuals or corporate entities;

disseminate the findings of this study to all Member States and international governmental and non-governmental organizations concerned.

Recommendation No. 21

Analytical methods of reporting

The Intergovernmental Conference,

Recalling the Constitution of Unesco, in particular its Article I which states that 'The purpose of the Organization is to contribute to peace and security by promoting collaboration among nations through education, science and culture in order to further universal respect for justice for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations',

Also recalling the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, adopted by the General Conference of Unesco at its eighteenth session in 1974,

Referring to resolutions 20 C/1.5/2.8 and 21 C/1/01 adopted by the General Conference at its twentieth and twenty-first sessions inviting the Director-General to develop analytical methods of reporting by Member States on measures for the implementation of the Recommendation,

Also referring to the suggestions made at the consultation of experts (Paris, December 1981) and to the recommendations of the European Preparatory Meeting (Espoo, Finland, March 1982) for the preparation of this Intergovernmental Conference,

Commending the Director-General for having drawn up a questionnaire for the preparation of national reports on the application of the Recommendation, analysed and summarized the national reports and presented further proposals for the development of 'analytical methods' of reporting,

Recognizing the importance of exchanging information on interesting experiences achieved and difficulties encountered by Member States on implementing the Recommendation,

Recommends the Director-General to propose to one of the next sessions of the General Conference a permanent system of reporting by Member States for the implementation of the Recommendation, consisting of the following main elements:

(a) preparation of national progress reports every six years, and co-ordinated with the Medium-Term Plans, on the basis of a questionnaire, which should:

  (i) be as simple and concrete as possible avoiding ambiguous questions;

  (ii) cover new developments of the main areas of the Recommendation such as educational policies, programmes and curricula, teacher training, teaching material and methods, and international co-operation;

  (iii) ask for presentation of major problems of mankind in curricula, teacher training and teaching material as specified in paragraph 18 of the Recommendation;

(b) preparation of a plan for in-depth studies concerning the most relevant issues of the implementation of the Recommendation in particular the development of problem-oriented and interdisciplinary approaches and methods and wide dissemination of these studies;

(c) setting up of a Committee of Experts to be entrusted with the task of:

(i) advising the Director-General on the drafting of the questionnaire and the guidelines for the preparation of the national progress reports;

(ii) analysing these reports and making recommendations on their basis for consideration by the Executive Board and the General Conference;

(iii) making proposals concerning the in-depth studies mentioned above and consultative missions related to these studies.

The Intergovernmental Conference on Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, with a View to Developing a Climate of Opinion Favourable to the Strengthening of Security and Disarmament,

Recalling that the mission entrusted to Unesco by its Constitution is to serve 'the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organization was established and which its Charter proclaims' and 'to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms',

Considering that education has an important role to play in that connection, at a time when all the peoples of the world are deeply concerned at the international crisis, which is a threat to the very existence of mankind, and at violations of human rights, the rights of peoples and fundamental freedoms, the wars which are devastating certain regions of the world, and the dire threat of worldwide conflict,

Persuaded that, in order to prepare every child and every adult to make a contribution to solving the common problems on which the fate of mankind depends, it is more essential than ever to give a vigorous impetus to education for international understanding, co-operation and peace and education relating to human rights, the rights of peoples and fundamental freedoms,

Considering that in order for it to be able to develop on the required scale and with the necessary coherence, international education should enjoy the support of all those who can assist in achieving its aims: philosophers, writers, scientists, artists, the family, cultural institutions, the means of social communication and the various groups and associations which by virtue of their activities play a part in shaping people's thinking and behaviour,

Noting that the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms, adopted by the General Conference of Unesco at its eighteenth session in 1974, was welcomed by all Member States with a view to its full and entire application,

The Intergovernmental Conference,

Appeals to Member States

at a time when the grave concern felt by all the peoples of the world at the present situation lends fresh significance to the objectives of the Recommendation, to continue to apply it with increased vigour, extending it to cover all levels and forms of education;

to define such policies or programmes as may be conducive to the application of the Recommendation, and to create all such conditions, in particular administrative and educational conditions, as will facilitate its implementation;

to encourage co-operation and consultation among educators and all who are able to contribute to the fulfilment of the objectives of the Recommendation, and the co-ordination and harmonization of their activities;

to promote international education, vital in today's world which is marked by the interdependence of all the members of the international community;

Appeals to the other intergovernmental organizations and to the international non-governmental organizations which by the nature of their mandate, their activities and their experience are in a position to lend their support to the Member States and to Unesco in this task;

Appeals also to educators and to all those individuals, groups or institutions whose activities are educational in their effects and who, either by the results of their research, their creative literary or artistic work or their recognized authority in the ethical domain are able to contribute to the success of the activities undertaken to attain the objectives of the Recommendation.

ANNEX I

AGENDA

1. Opening of the Conference

2. Election of the President

3. Adoption of the Rules of Procedure

4. Election of the Vice-Presidents and Rapporteur-General

5. Adoption of the agenda

6. Organization of the work of the Conference

7. The role of education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms with a view to developing a climate of opinion favourable to the strengthening of security and disarmament

8. Implementation of the Recommendation on Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms

   8.1 Review of the action taken to implement the Recommendation

   8.2 Consideration of analytical methods for the presentation of reports by Member States on the implementation of the Recommendation

9. Means to be used to attain the objectives of the Recommendation

10. Adoption of the final report and the recommendations

11. Closure of the Conference

ANNEX II

ADDRESS DELIVERED AT THE OPENING SESSION

Opening address by Mr Amadou-Mahtar M'Bow
Director-General of Unesco

Distinguished Ministers,
Excellencies,
Ladies and Gentlemen,

After listening to the preamble to Unesco's Constitution, it gives me pleasure to declare open the Intergovernmental Conference on Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, with a view to Developing a Climate of Opinion Favourable to the Strengthening of Security and Disarmament.

I should like to extend greetings to the representatives of Member States who have come in such large numbers to participate in the Conference and to the observers from non-Member States. I am also pleased to see amongst us the representatives of international intergovernmental organizations, in particular, the representative of the United Nations, and those of the Specialized Agencies, and I am happy to welcome the observers from a large number of international non-governmental organizations, which give Unesco most valuable support through their activities in the field of education or on behalf of peace, human rights and disarmament.

The importance of this assembly, as evidenced by the number and calibre of the participants, reflects the will to co-operate which actuates the international community at a time when such co-operation is more necessary than ever before. I find this deeply gratifying.

Ladies and Gentlemen,

The purpose and these of this Conference were established by the General Conference at its twenty-first session in 1980. The work plan set out in paragraph 1063 of the Approved Programme and Budget for 1981-1983 stipulates that 'this conference will in particular review the activities undertaken to implement the recommendation' i.e. the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms--'since its adoption in 1974 and will make recommendations for further action, especially for the purpose of taking stock of what Member States have done towards applying the recommendation or lending added force to their efforts to this end'.

The work plan also refers to the various international or regional meetings of experts or representatives of National Commissions organized by Unesco since 1974 with a view to implementing the said recommendation; to the conclusions of the International Congress on the Teaching of Human Rights and the World Congress on Disarmament Education; to 20 C/Resolution 11 aimed at 'generating a climate of public opinion conducive to the halting of the arms race and transition to disarmament', and to the Final Document of the Tenth Special Session of the United Nations General Assembly held in 1978.

In the course of your discussions, you will doubtless find it useful to refer to the results achieved at those meetings and to the recent decisions of the governing bodies of Unesco and the United Nations dealing with matters pertaining to education for peace.

Ladies and Gentlemen,

The provisional agenda submitted to you includes three substantive items: items 7, 8 and 9.

In dealing with item 7, the Conference is invited to consider 'the role of education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms with a view to developing a climate of opinion favourable to the strengthening of security and disarmament'. This item of the provisional agenda corresponds to Chapter III of the working document ED-83/CONF. 214/4.

The Recommendation adopted by the General Conference in 1974 contains a coherent definition of the objectives and content of international education, as well as the principles that should be followed and the action that should be undertaken in order for such education to become a reality.

Referring to the aims and purposes set forth in the Charter of the United Nations, the Constitution of Unesco and the Universal Declaration of Human Rights, it states that 'education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship

among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace'.

To that end, the Recommendation, in particular, assigns to education an international dimension and a global perspective, and a mission to promote understanding and respect for all peoples, their civilizations, values and ways of life, the ability to communicate with others, the awareness not only of the rights but also of the duties towards each other, of individuals, groups and nations, and international solidarity and co-operation.

In the light of the 1974 Recommendation, and with reference to the material contained in Chapter III of the document previously referred to, you may wish to undertake an analysis in greater depth of the role and tasks of international education, specify the results which might be expected of it, and define the respective roles that might be played, within the context of such education, by, for example, school and university education, non-formal education, the family, the occupational environment, and the mass media.

No doubt the results of the fourth extraordinary session of the General Conference could shed light on your discussions of this agenda item. In adopting Unesco's second Medium-Term Plan (1984-1989), the General Conference endorsed an analysis highlighting the crucial role of education in solving the major problems facing mankind. As the Plan itself makes clear, education cannot, of itself, claim to solve all these problems; but through its influence on the minds of men, it can most certainly contribute to the strengthening of their substantial solidarity, and in so doing, change the course of their common destiny.

Item 8 of the provisional agenda then invites you to examine questions relating to the implementation of the 1974 Recommendation. These questions have been gathered together under two headings: item 8.1, which involves a 'review of the action taken to implement the Recommendation', and item 8.2, which involves 'consideration of analytical methods for the presentation of reports by Member States on the implementation of the Recommendation'.

An initial assessment has been made, on the basis of the information contained in the reports from Member States--drawn up in accordance with with 21 C/Resolution 1/02 in response to the questionnaire I circulated to them in July 1981--on the measures they have taken to implement the Recommendation. A summary of this information is provided in Chapter II of document ED-83/CONF. 214/2.

At this stage in the discussions, you will no doubt find it useful to carry further and supplement this initial assessment, to comment on the positive results already obtained in the implementation of the Recommendation, as well as on the deficiencies observed in this respect, and lastly, to appraise the activities undertaken in the realm of international co-operation within the framework of the implementation of the Recommendation.

This assessment seems to show that a large number of Member States have endeavoured to apply the Recommendation, and that its lines of emphasis, nearly a decade after its adoption, are now beginning to coincide with those of educational policies in widely differing countries. Furthermore, the information at our disposal would seem to make it possible to identify certain inadequacies which most Member States are in agreement in pointing out and which include: the weak impact the Recommendation seems to have on higher education in many countries; the inadequacy of the efforts made to draw inspiration more systematically from its spirit and provisions in the training of educators, their pre-service training in particular; and the very small place that international education occupies in technical and vocational training programmes, whereas it should be an intrinsic element in training for many professions.

Among those measures which thus seem to all to be essential are those which aim to start international education at the pre-school level, to permeate nonformal and adult education activities therewith, to strengthen the system of associated schools, and to use the resources of the Unesco Clubs to the full.

Item 8.2 of the provisional agenda, concerning the consideration of analytical methods for the presentation of reports, corresponds to document ED-83/CONF. 214/3, which gives some examples of methods used in the past for the submission of reports concerning various instruments, and summarizes the method used for assessment of the Associated Schools system.

By discussing methods of collecting data and preparing national reports, you will undoubtedly facilitate mutual appreciation of the results obtained and the extension of experiments already successful in some countries to other countries and other regions of the world.

Lastly, item 9 of the provisional agenda concerns the 'Means to be used to attain the objectives of the Recommendation'.

In this regard, the Conference may wish to discuss certain issues that will require a special effort in the years to come. The first set of topics might concern measures to be taken to give the Recommendation wider dissemination and to fulfil the conditions necessary to make it fully effective, such as adoption of laws and regulations, devising and implementation of national education policies with an international approach, coordination of efforts by the relevant authorities and fostering of awareness among organizations and institutions that participate in educational action, and in the world of the media.

A second set of topics might focus on the extension of strengthening of international education where it seems inadequately developed: in higher, technical and out-of-school education, for example.

Other issues might concern the purely pedagogical conditions to be fulfilled in order to improve the efficiency of international education: research in educational and related sciences, teacher training, updating of textbooks and production of appropriate teaching materials.

The recommendations that you make at the close of your discussions, based on the experience of Member States and non-governmental organizations, may do much to strengthen the procedures for subregional, regional and international co-operation, and to clarify the measures that I might take, or suggest to the General Conference, to encourage action by Member States and by other intergovernmental or non-governmental organizations with a view to attaining the objectives of the Recommendation.

Ladies and Gentlemen,

The image of the world that increasingly forces itself upon the attention of us all today is that of a unified and complex place where sources of friction are growing in number while, at the same time, the means of communication are improving and the reasons for co-operating are growing steadily clearer.

The future of modern societies must now be seen in the global context of the planet itself. Nations are in increasingly regular contact. Reciprocal influences are becoming legion, and the bonds of interdependence are to be found in more and more varied fields.

This universal context is a source of mutual enrichment, receptiveness, initiative and ceaseless creativity. But--and we must admit this frankly--it is also a source of frustration and conflict, since it is accompanied by a sharpening of inequality and injustice, and by the temptation to settle the resulting clashes by violent means.

Never more than today have men felt themselves so close to understanding one another, and yet, at the same time, so capable of destroying one another. At present, the speeding up of the arms race, together with the escalation of many local conflicts which have international ramifications, are bringing the danger of world war steadily closer and threatening the future of mankind with an unprecedented peril.

The seriousness of these threats is beginning to make itself widely felt, and calls forth all the more forcibly the aspiration of all the peoples of the world to a lasting peace, founded on universal freedom, justice and progress.

But peace is a hard-won conquest, it must be laboriously constructed. It is based on the assumption that men can rise to higher and higher levels of wisdom, reason and generosity. Hence the decisive role of education, with its responsibility for developing mutual understanding, tolerance and respect towards peoples and individuals, and recognition of their rights and duties to one another.

Peace has already been described by Spinoza as 'a virtue originating in strength of mind'. Unesco's Constitution echoes this statement in its assertion that 'peace must be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind'.

International education may in fact be the vehicle of a contemporary moral code that will meet the expectations of free, worthy and responsible individuals, belonging to peoples that recognize one another as having equal rights, and determined to work together for a future on which all must now depend.

Thus, international education may aspire to infuse truly new life into our values, by teaching the unbroken continuity of the rights of every individual, every nation and the human community as a whole.

In its time, education has sometimes glorified sanctimonious egotism, desires for conquest and calls to arms: now, perhaps, it may begin to propagate a new outlook, replacing the misguided bondage of rivalry, suspicion and violence by a belief in mutual trust, co-operation and brotherhood.

Indeed, international education could combine its ethical dimension with an eminently practical one: open to life as we know it today, concrete and interdisciplinary in approach, it would be capable of guiding men's minds towards understanding and the solution of the major problems facing us today.

We can therefore be confident that your Conference will mark a turning-point in the history of education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms, with a view to developing a climate of opinion favourable to the strengthening of security and disarmament. I hope that this form of education will move from the experimental stage to the final stage of a major mission: that of preparing of such a task is monumental; but, down through the centuries, other dreams have emerged gradually from their misty beginnings, acquired form in space and time, and shaped the course of history. Through such a slow, upward climb towards the light has man gradually become what he is.

May we accomplish the task before us with resounding success, and may it have the widest possible impact throughout the world.

ANNEX III

ADDRESS DELIVERED AT THE CLOSING SESSION

Closing address by Mr Amadou-Mahtar M'Bow
Director-General of Unesco

Mr President,
Your Excellencies,
Ladies and Gentlemen,

We have reached the end of a Conference which has seen your unsparing efforts and labours fittingly rewarded with success. This success reflects, in the first instance, the number and calibre of the delegates attending the meeting--122 Member States, three non-Member States and four National Liberation Movements having been represented here, together with the observers of five organizations of the United Nations system, five other intergovernmental organizations and thirty-one international non-governmental organizations.

This is clear proof of the importance that the world community has attached to this Conference, an importance that you have yourselves underlined in your speeches by stressing the value you place on international co-operation and, in particular, on consultation and co-ordination in the context of Unesco. There are here legitimate grounds for optimism at a time when it is more than ever necessary for people everywhere to work together resolutely to overcome the obstacles that loom on the horizon of an uncertain future.

Disregarding certain-fortunately very isolated --remarks that we have heard today, the climate of serenity and mutual respect that has prevailed during these days of debate and dialogue has been due in large measure to the courteous authority, tact and efficiency with which His Excellency Mr Abad Grijalva has presided over this Conference. I should like to offer him my sincere thanks.

I should also like to thank all the members of the Bureau of the Conference: the fourteen Vice-Presidents; the Rapporteur-General; Mrs Suzanne Bastid, who has my admiration and gratitude for the skill with which she has discharged a difficult task--for which her distinguished intellectual qualities and her wide experience of international life eminently fitted her; and the Chairmen of the two Commissions, Ambassador Guellouz and Mrs Baboukova. I should like finally to express my gratitude to the Vice-Chairman of the two Commissions, as well as the Rapporteurs for their detailed and precise reports of the Commissions' proceedings, and to the group presided over with authority and competence by Ambassador Ping, which has had the vital task of conducting the consultations on the draft resolutions, achieving the desired consensus in the great majority of cases.

The report and recommendations you have adopted, together with the appeals that you have launched, reflect the high standard and quality of your discussions. The report offers an encouraging picture of measures by your governments aimed at implementing the 1974 Recommendation and of the initiatives taken by your teachers in line with the principles embodied in this Recommendation.

The report provides us with an overview of policies, objectives, curricula and materials, teacher training and all the manifold activities undertaken in the context of school life and the education of adults and young people. This overview will doubtless facilitate exchanges of experience between your respective countries by giving them a clearer idea of the activities in progress in each particular country.

Revealing as it does the very wide diversity of approaches to the development of international education, this overview provides tangible evidence of a concern strongly emphasized in your speeches--that international education, in order to be more effective, should take account of the distinctive cultural characteristics of all countries, their specific educational traditions and their present situation.

Many of you have stressed that the assertion of cultural identity at the national level and a deeper understanding of the underlying factors involved are the prerequisite for a better appreciation of the other cultures of the world and that a people's attachment to its own values is inseparable from a sense of solidarity with all the other peoples of the world.

The idea that the assertion by a people of its own identity determines its capacity to be receptive to others and the notion that every individual identifies simultaneously with a number of different communities represent valuable contributions to thinking by the International community on these questions.

You have moreover reaffirmed your support for the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, adopted by the General Conference in 1974. You have taken the view that it constitutes a common denominator which is recognized by all your respective countries as embodying goals and guiding principles that provide the basis for joint action in this field. This instrument, whose abiding value you have stressed, is moreover not simply theoretical in character, since it relates to a set of practical problems of major importance, the reality of which is becoming every day more apparent.

Your Conference has thus brought out with exceptional clarity the inter-relations between education and the vital problems confronting the human community as a whole. It is therefore most appropriate that some of you should have declared that international education should be based on a better understanding of these problems.

To be sure, analysis of these problems should take account of the current diversity of political and social choices, which are reflected in differences of conception and approach. But the international community is capable of defining essential points of convergence on which international education at the practical level may be based and of endeavouring to fulfil the common objectives assigned to international education by the 1974 Recommendation.

In adopting this standpoint, you have strongly emphasized the need to make international education a lived experience. You have stressed in this connection the value of the example that governments themselves can set by their own actions. You have emphasized the importance of activities which instil in the child from his earliest years, in thought and in practice, respect for others, tolerance towards them and fellowship with them. You have condemned double standards and certain practices that rob the principles taught of any power of conviction and you have drawn attention to the fact that democracy and respect for human rights should begin in the educational process itself.

While your discussions have been characterized throughout by a high-minded approach and exceptional fertility of thought and have on occasion attained the level of a genuine philosophical inquiry, they have not neglected the practical side of things.

I note in particular the attention you have paid to the contribution of different disciplines to international education and, more especially, the importance you have placed on the teaching of modern languages; the suggestions you have made concerning the revision of textbooks and school materials; the various proposals you have made concerning the use of the mass media to promote the aims of international education and the association of the media with the activities of the education system proper.

You have likewise proposed numerous activities in the context of school and out-of-school education; and, with International Youth Year in mind, you have rightly stressed the need for international education to be seen as an essential element in preparing youth to assume its proper role. You have also placed emphasis on the activities of the Associated Schools and Unesco Clubs. You have shown great interest in research and studies and in the various types of meetings and seminars necessary to the development of international education.

The Conference has also studied with great attention methods of analysis that will make it possible to assess more accurately measures taken by the Member States to implement the 1974 Recommendation.

In its report on agenda item 8.2, Commission II put forward in this connection some very useful suggestions concerning procedures for the submission and examination of reports, methods of consulting Member States and the collection of information. It did so with the dual purpose of promoting future co-operation in the field of international education and of facilitating the assessment of the long-term effects of this form of education.

Following sustained efforts at the drafting stage and thanks to a spirit of mutual understanding, you have adopted recommendations which seem to me to provide useful guidelines for the development of action by Member States and Unesco in the field of international education. Needless to say, I shall examine them all with the utmost attention. It will no doubt be possible to implement some of these recommendations in the context of the Programme and Budget that will be adopted for 1984-1989 by the General Conference at its next session; and I shall draw the Conference's attention to your work by placing your report before it.

Other recommendations will be studied in greater detail with a view to taking account of them if possible in future biennial budgets. I note in this connection the Recommendation proposing the formulation and implementation of a plan concerning education for international understanding, co-operation and peace, which could complement the Seven-Year Plan for the Development of the Teaching of Human Rights adopted by the General Conference at its twenty-first session.

I spoke just now of solidarity, Mr President. I believe that the international community has a duty to show solidarity with countries afflicted by natural disasters or by war. This is the case at the present time with Colombia, one of whose most important and ancient towns has been virtually destroyed by an earthquake that has seriously affected its educational and cultural institutions. I very much hope that the international community will offer its support to Colombia in the work of reconstruction it is undertaking.

I should like finally to say how much I welcome the appeal to Iran and Iraq which you launched at the close of your proceedings. The war between these two countries is resulting in incalculable

human and material losses and involves, furthermore, a continuing threat to the environment of the region as a whole.

The drama of the 'black tide' which is currently spreading throughout the Gulf provides a striking illustration of this threat. I have sent a technical mission to the area concerned and I await its report. But I wish, from this rostrum, to appeal to the two warring parties to show wisdom and to agree, at the earliest possible date, on the measures required to halt the flow of oil, so as to remove the imminent threat to the populations of the region. Such an agreement could be propitious in the search for a solution to a conflict which has lasted all too long.

Mr President,
Ladies and Gentlemen,

The moment has come for us to take our leave of one another. I should like to express again my gratitude for the spirit of co-operation and mutual understanding that you have shown throughout these proceedings--a spirit which is equally apparent in the recommendations you have adopted and in the appeal that you have launched to Member States, to other intergovernmental organizations, to non-governmental organizations and to teachers everywhere with the aim of attaining the objectives of the 1974 Recommendation.

It is to be hoped that this spirit will carry over in the future to the development of relations between your respective states, thus acquiring a symbolic value. I should also like to pay tribute to the faith in education which has inspired your discussions from start to finish--a clear-sighted and realistic faith since, in recognizing that the task of changing outlooks and behaviour is a long-term one, you have successfully steered a path between the twin snares of delusion and scepticism.

The goals you have set yourself can only be achieved at the cost of sustained efforts, but such efforts are more than ever necessary if we are to overcome the dangers threatening us and lay the foundations of peace in the world that we shall bequeath to the generations to come.

Such is the conviction which seems to me to have informed your work throughout this Conference. May this conviction henceforth radiate far beyond these walls, transcending all frontiers and all differeces, to serve as a ubiquitous pledge of confidence in the resources of human solidarity and wisdom.

ANNEX IV

LETTER TO THE PRESIDENT OF THE INTERGOVERNMENTAL CONFERENCE ON EDUCATION FOR INTERNATIONAL UNDERSTANDING, CO-OPERATION AND PEACE AND EDUCATION RELATING TO HUMAN RIGHTS AND FUNDAMENTAL FREEDOMS, WITH A VIEW TO DEVELOPING A CLIMATE OF OPINION FAVOURABLE TO THE STRENGTHENING OF SECURITY AND DISARMAMENT

Dear Mr President,

I have the honour to forward to you herewith a message of greetings from the Council of Ministers of the Union of Soviet Socialist Republics to the participants in the Intergovernmental Conference on Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, with a view to Developing a Climate of Opinion Favourable to the Strengthening of Security and Disarmament.

Yours faithfully,

G. Veselov
Head of the Soviet Delegation
Minister of Education of the RSFSR

Annex IV

MESSAGE TO THE PARTICIPANTS IN THE UNESCO INTERGOVERNMENTAL CONFERENCE ON EDUCATION FOR PEACE

The Government of the Union of Soviet Socialist Republics sends its heartfelt greetings to you, leaders and workers in education, teachers, representatives of educational science and the mass media, to you who are able, and whose mission it is, to contribute to the furtherance of mutual understanding and trust among the peoples, vital factors in ensuring international security and the preservation of peace on earth.

Today, more than ever before, it is important to employ the great authority and knowledge of scientists and scholars to bring home to the peoples of the whole world the truth about the dire consequences of nuclear war. This can be most convincingly and effectively done through national education systems.

Soviet people and the Soviet state share the lofty aims to which your Conference is devoted. The Constitution of the USSR bans war propaganda in our country, whilst the education of youth and of the whole population for peace, friendship among the peoples and respect for human rights and freedoms is provided in all educational establishments, in children's and young people's organizations, in workers' collectives and in the family. The press, radio, television and the cinema play an active part in this noble undertaking.

The Soviet Government speaks out consistently and steadfastly on the international scene in favour of a constructive and urgent resolution of the crucial problem of our times--the halting of the arms race and the averting of a nuclear disaster. Our country values highly the role played by Unesco and its diverse activities in the fields of education, culture and scientific exchange among nations, which are conducive to their mutual enrichment, and development and to the triumph of the ideals of peace and friendship among peoples and the creation of a healthier political climate in the world. The Soviet Government, which always scrupulously complies with all the international standard-setting instruments and recommendations approved by Unesco in this field, intends, now as in the past, to provide the Organization with the necessary assistance and support.

We wish the participants in the Conference further successes in their noble cause, that of instilling in the minds of the peoples of the whole world the idea of peace, mutual understanding and respect for the fundamental right of all, the right to a happy life on earth.

The Council of Ministers of the USSR

ANNEX V

LIST OF DOCUMENTS

Working documents

ED-83/CONF.214/INF.1 Prov.	Provisional Agenda.
ED-83/CONF.214/1 Add.	Provisional Annotated Agenda.
ED-83/CONF.214/INF.2 Prov.	Provisional Rules of Procedure.
ED-83/CONF.214/2	Synthesis of Member States' reports on the application of the Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms.
ED-83/CONF.214/3	Analytical methods of reporting on measures taken by Member States with regard to the implementation of the Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms.
ED-83/CONF.214/4	Education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms, with a view to developing a climate of opinion favourable to the strengthening of security and disarmament.

Reference documents

	Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms, adopted by the General Conference at its eighteenth session, Paris, 19 November 1974.
ED-76/CONF.629/COL.6	Implementation of the Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms. Report of a Meeting of Experts held at Unesco House, Paris, 15-19 March 1976.
SS-78/CONF.401/33	International Congress on the Teaching of Human Rights (Vienna, 12-16 September 1978). Final document.
SS/MD/35	Disarmament education. World Congress on Disarmament Education. (Unesco, Paris 9-13 June 1980) Report and Final Document.

Annex V

ED-80/CONF. 622/6	International Meeting of Experts on the Evaluation and Development of the Associated Schools Project on Education for International Co-operation and Peace. Unesco House, Paris, 8-12 September 1980. Report.
SS-82/CONF. 401/24	Experts Meeting on the Teaching of Human Rights Strasbourg, France, 26-30 July 1982. Final Report.

Information documents

ED-83/CONF. 214/INF. 3	General Information.
ED-83/CONF. 214/INF. 4	Suggestions for the Organization of the Work of the Conference.
ED-83/CONF. 214/INF. 5	List of Documents.
ED-83/CONF. 214/INF. 6	Provisional List of Participants.

Liste des délégués, représentants et observateurs/ List of Delegates, Representatives and Observers/ Lista de Delegados, Representantes y Observadores/ Список делегатов, представителей и наблюдателей/ قائمة المندوبين والممثلين والمراقبين/代表团成员、代表及观察员名单

Les noms et titres qui figurent dans ce document sont ceux qui ont été donnés par les gouvernements et les organisations intéressés. Les désignations employées ne sauraient être interprétées comme exprimant une prise de position du Secrétariat sur le statut légal ou le régime d'un pays ou d'un territoire quelconque, non plus que sur le tracé de ses frontières. Cet avertissement vaut également pour les titres des membres des délégations. Les noms des pays se présentent sous leur forme simple, qui est celle officiellement utilisée par l'Unesco.

Sauf indication contraire, il est entendu qu'en l'absence du chef de la délégation, c'est le premier délégué présent mentionné après le chef de la délégation sur la liste qui remplace celui-ci en cette qualité.

Les Etats et les organisations sont mentionnés suivant l'ordre alphabétique de leur nom en français.

Los nombres y títulos que figuran en este documento son los facilitados por los gobiernos y organizaciones respectivos. Las denominaciones utilizadas no entrañan, por parte de la Secretaría, la expresión de una opinión acerca del estatuto jurídico de ningún país o territorio, o de sus autoridades, ni respecto de las demarcaciones de fronteras de país o territorio alguno. Lo mismo es aplicable a los títulos de los miembros de las delegaciones. La lista de los países se ha establecido con arreglo a la norma oficialmente seguida por la Unesco.

A menos que se indique lo contrario, se entiende que, en ausencia del jefe de la Delegación, le reemplazará el primer delegado presente que figure en la lista después de aquél.

Los Estados y las organizaciones se mencionan en el orden alfabético de los nombres en francés.

Names and titles included in this document are those provided by the Governments and the Organizations concerned. The designations employed do not imply the expression of any opinion on the part of the Secretariat concerning the legal status of any country or territory, or of its authorities, or concerning the delimitations of the frontiers of any country or territory. This applies also to titles of members of Delegations. The names of countries are listed in the simple form as officially used by Unesco.

In the absence of the Head of Delegation, it is understood that the first listed delegate present becomes Head of Delegation, unless otherwise specifically stated.

States and Organizations are shown in the French alphabetical order of their names.

Фамилии и звания, указанные в настоящем документе, взяты из списков, представленных соответствующими правительствами и организациями. Принятые здесь наименования отнюдь не отражают мнения Секретариата о юридическом статусе какой-либо страны или территории, ее властей, равно как и границ какой-либо страны или территории. То же самое относится и к званиям членов делегаций.

В отсутствие главы делегации предполагается, что указанный первым в списке делегат является лицом, замещающим главу делегации, если нет других указаний.

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本文件中出现的专有名词和头衔系由有关政府和组织提供。所使用的称呼不应被理解为秘书处对某国或某一区域的合法地位或制度以及边界划分的表态。对于各代表团成员的头衔，本通知同样适用。国家名称系按照教科文组织正式使用的简称排列。

除非有相反的指示，在代表团团长缺席的情况下，出席的代表名单中第一名代表（位于团长后的）不言而喻将接替团长的职务。

各国和组织的名称按其英文字母顺序排列。

ان الأسماء والألقاب الواردة في هذه الوثيقة هي التي قدمتها الحكومات والمنظمات المعنية، ولا يجوز تأويل التسميات المستخدمة على أنها تعبر عن موقف السكرتارية من الوضع القانوني لأي بلد أو اقليم، أو من حدوده، أو من السلطات القائمة فيه. وينطبق هذا التنبيه أيضا على ألقاب أعضاء الوفود. كتبت أسماء الدول بالصورة المختصرة المتبعة رسميا في اليونسكو.

من المفهوم أنه في حالة غياب رئيس الوفد، يحل محله في هذه الصفة أول مندوب حاضر ورد اسمه بعد اسم رئيس الوفد على القائمة، الا اذا نص على غير ذلك.

أدرجت أسماء الدول والمنظمات وفقا للترتيب الهجائي الانجليزي.

I
États membres/Member States/Estados Miembros/ Государства-члены/ الدول الأعضاء / 会员国

Afghanistan/Afganistán/Афганистан
افغانستان / 阿富汗

M. Abdullah KESHTMAND
Premier secrétaire
Chargé d'affaires p. i.
Délégation permanente auprès de l'Unesco
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اسرائيل/ 以色列

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Permanent Delegate to Unesco
(Head of Delegation)

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Ministry of Education
(Deputy Head of Delegation)

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Hebrew University
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Faculté de droit de l'Université de Florence

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Directeur de la SIOI

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des relations culturelles du Ministère
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Ministère des affaires étrangères

Dr Stefano COSTANZO
Conseiller de légation
Ministère des affaires étrangères

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Ministère des affaires étrangères

Jamahiriya arabe libyenne populaire et socialiste
Socialist People's Libyan Arab Jamahiriya
Jamahiriya Arabe Libia Popular y Socialista
Социалистическая Народная
Ливийская Арабская Джамахирия/
الجماهيرية العربية الليبية الشعبية الاشتراكية/
阿拉伯利比亚人民社会主义民众国

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School Education Division
Elementary and Secondary
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Mr. Masao HOMMA
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Mr. Mazen EL-TAL
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Democratic Kampuchea
Kampuchea Democrática
Демократическая Кампучия
كمبوتشيا الديمقراطية / 民主柬埔寨

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des affaires étrangères du Kampuchea
démocratique
(Chef de la délégation)

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Délégué permanent auprès de l'Unesco
(Chef adjoint de la délégation)

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Conseiller

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Premier secrétaire

M. Khinn PUMIKAR
Secrétaire à l'ambassade du Caire (Egypte)

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Kuwait University

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Director of Curricula and School Book Dept.
Ministry of Education

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لبنان / 黎巴嫩

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Conseiller

M. Wagih GHOSSOUB
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Mlle Ghislaine de COULOMME
Assistante

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ليبيريا / 利比里亚

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Liberian Embassy
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لوكسمبورج/卢森堡

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Commission nationale pour la coopération avec l'Unesco
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马达加斯加

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(Chef de la délégation)

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Conseiller du Président de la République

M. Pierre RAKOTOSON
Délégué permanent adjoint

Mme Yolande PASEA
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ماليزيا/马来西亚

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Embassy of Malaysia in France

Mr. Ali FADZIL
Embassy of Malaysia in France

Mr. Jusof JUSOH
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(Head of Delegation)

Mr. B. H. KAWONGA
Secretary
Ministry of Education and Culture

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Ministre de l'éducation nationale
(Chef de la délégation)

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Secrétaire général de la Commission nationale pour l'Unesco

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المغرب/摩洛哥

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Délégué permanent
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موريتانيا/毛里塔尼亚

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مونغوليا/蒙 古

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(Chef de la délégation)

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Mr. Magne ASKELAND
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Norwegian Union of Teachers

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Secretary General
Educational Organization of the Rural Population

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Reorganization and the Civil Service
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Bureau of Elementary Education
Ministry of Education, Culture and Sports

Dr. Juanita GUERRERO
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Ministry of Education, Culture and Sports

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Польша/ بولندا / 波　兰

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Assesseur du cabinet du ministre de l'éducation

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République démocratique allemande
German Democratic Republic
República Democrática Alemana
Германская Демократическая Республика
جمهورية المانيا الديمقراطية / 德意志民主共和国

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République socialiste soviétique de Biélorussie
Byelorussian Soviet Socialist Republic
República Socialista Soviética de Bielorrusia
Белорусская Советская Социалистическая Республика
جمهورية بيلوروسيا الاشتراكية السوفييتية
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République-Unie du Cameroun
United Republic of Cameroon
República Unida del Camerún
Объединенная Республика Камерун
جمهورية الكامرون المتحدة
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République centrafricaine
Central African Republic
República Centroafricana
Центральноафриканская Республика
جمهورية وسط افريقيا / 中非共和国

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República de Corea / Корейская Республика
جمهورية كوريا / 大韩民国

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Expert

République populaire démocratique de Corée
Democratic People's Republic of Korea
República Popular Democrática de Corea
Корейская Народно-Демократическая Республика/ جمهورية كوريا الديمقراطية الشعبية
朝鲜民主主义人民共和国

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M. RI Heung Sik
Troisième secrétaire

Mme KIM Moun Kyeung
Troisième secrétaire

République dominicaine
Dominican Republic
República Dominicana
Доминиканская Республика/ جمهورية الدومينيكان
多米尼加共和国

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(Chef de la délégation)

République islamique d'Iran
(The) Islamic Republic of Iran
República Islámica del Irán
Исламская Республика Иран
جمهورية ايران الاسلامية
伊朗伊斯兰共和国

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pour la culture
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Vice-Ministre de l'éducation

M. Ali Akbar HOSSEINI
Directeur général
Ministère de l'éducation nationale

M. Mohammad Jafar MAHALLATI
Membre de la délégation

Suppléants :

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M. Mohammad Reza BERENJI

Conseillers :

M. Mahmood EMAMI

République démocratique populaire lao
Lao People's Democratic Republic
República Democrática Popular Lao
Лаосская Народно-Демократическая Республика
جمهورية لاو الديمقراطية الشعبية
老挝人民民主共和国

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Ambassade de la République démocratique populaire lao à Paris

M. KEOUNNDHATASI
Attaché de l'ambassade de la République démocratique populaire lao à Paris

Paraguay/ Парагвай/ باراجواى / 巴拉圭

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République arabe syrienne
Syrian Arab Republic
República Arabe Siria
Сирийская Арабская Республика
الجمهورية العربية السورية
阿拉伯叙利亚共和国

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United Republic of Tanzania
República Unida de Tanzania
Объединенная Республика Танзания
جمهورية تانزانيا المتحدة
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République socialiste soviétique d'Ukraine
Ukrainian Soviet Socialist Republic
República Socialista Soviética de Ucrania
Украинская Советская Социалистическая Республика
جمهورية اوكرانيا الاشتراكية السوفييتية
乌克兰苏维埃社会主义共和国

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Socialist Republic of Viet-Nam
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Pan Africanist Congress of Azania (PAC)

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South West African People's Organization (SWAPO)

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